DOCUMENT RESUME

ED 153 763 RC 010 466

AUTHOR	Evans, G. Edward, Comp.; And Others
TITLE	Bibliography of Language Arts Materials for Native North Americans. Bilingual, English as a Second Language and Native Language Materials 1965-1974.
INSTITUTION	California Univ., Los Angeles. American Indian Culture Center.
SPONS AGENCY	California Univ., Los Angeles. Graduate School of Library and Information Science.; Ford Foundation, New York, N.Y.
PUB DATE	77
GRANT	710-0370
NOTE	290p.
AVAILABLE FROM	American Indian Studies Center, University of California, Room 3220 Campbell Hall, 405 Hilgard Avenue, Los Angeles, California 90024 ($4.00), make checks payable to the Regents of the University of California
EDRS PRICE	MF-$0.83 HC-$15.39 Plus Postage.
DESCRIPTORS	Alaska Natives; *American Indian Languages; American Indians; *Annotated Bibliographies; Apache; *Bilingual Education; Cherokee; Choctaw; Cree; *English (Second Language); Eskimo Aleut Languages; Hopi; *Language Arts; *Language Instruction; Navajo; Ojibwa; Papago; Salish; Supplementary Reading Materials

ABSTRACT

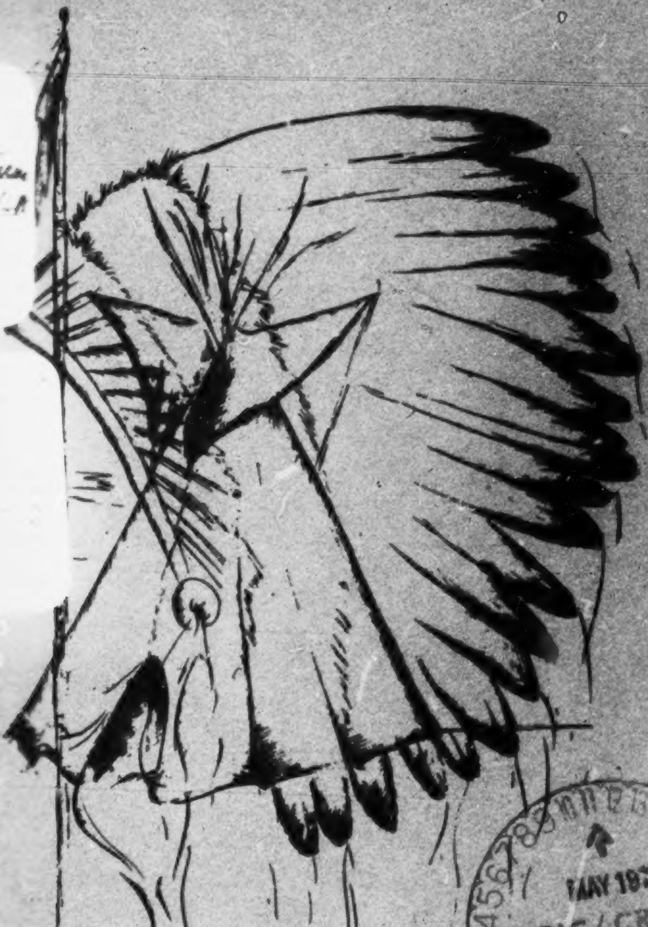
The 1007-item bibliography includes works which have been or might be used in native language education, bilingual education or English as a Second Language education for Native North Americans. Only English language materials whose main purpose is language instruction and all available materials written wholly or partially in Indian or Eskimo languages are included. Entries are presented alphabetically under the native language group for which they were developed. Within each native language, materials are subdivided into bilingual materials (both English and the native language); materials monolingual in the native language; materials monolingual in English; and materials of which the language composition is unknown, because neither the materials nor an adequate description of them was available. Interfiled with the specific language entries are sections covering materials developed for an area which includes more than one language group: Eskimos, Indians of California, Indians of the Subarctic, and Indians of the Southwest. Following the specific language section are three sections containing materials not addressed to specific native language groups or areas: General Bilingual, General English as a Second Language, and General Language. Appendices list materials developed for or useful in language learning and the language arts curriculum of CITE (Consultants in Total Education), an ESL program. Also included is a brief review of Indian education programs as supported by the American government. (NQ)

ED153763

BIBLIOGRAPHY OF LANGUAGE ARTS MATERIALS FOR NATIVE NORTH AMERICANS

Bilingual, English as a Second Language and Native Language Materials 1965-1974

amer [illegible] [illegible]
Indian Studies Center, UC[illegible]



MAY 1978
ERIC/CRESS
RECEIVED

RC 010466

American Indian Studies Center
University of California, Los Angeles

BIBLIOGRAPHY OF LANGUAGE ARTS MATERIALS
FOR NATIVE NORTH AMERICANS

Bilingual, English as a Second Language and Native Language Materials 1965-1974

G. Edward Evans, Principal Investigator
Karin Abbey, Research Director
Dennis Reed, Research Assistant

Los Angeles
1977

$4.00

Send checks payable to:
Regents of the University of California

University of California
American Indian Studies Center
Room 3220 Campbell Hall
405 Hilgard Avenue
Los Angeles, California 90024

Copyright 1977
By The Regents of the University of California
All rights reserved
Printed in the United States of America

Partially supported by Ford Foundation
Grant #710-0370
and
The Graduate school of
Library and Information Science,
UCLA

ACKNOWLEDGEMENT

We wish to express our thanks to a number of people who have contributed their time and knowledge to this project. Although we (Edward Evans and Karin Abbey) have degrees in Anthropology, neither of us is a trained linguist. Without Dr. William O. Bright's (Department of Linguistics, UCLA) selfless assistance, this project could never have been completed effectively. Professor Bright gave generously of his time and expertise in American Indian languages. We would also like to thank William Leap of the Center for Applied Linguistics for his encouragement and continued moral support.

The research project was partially funded by a grant from the Ford Foundation #710-0370 through the Institute of American Cultures and the American Indian Studies Center. It was also supported by the Graduate School of Library and Information Science through funding of research assistants and release time for Dr. Evans.

Finally, we wish to thank the staff of both the Indian Center and the Library School. In particular, we would like to express our gratitude to Dr. Charlotte Heth, Director of the Center, and Dr. Robert M. Hayes, Dean of the Library School.

TABLE OF CONTENTS

Introduction....................1

History....................5

Educational/Cultural Problems in Language Education....................15

Bilingual/Bicultural Education As It Now Stands....................27

How to Use the Bibliography....................47

Sources of Material....................53

Bibliography....................68

Appendices

Appendix I....................227

Appendix II....................231

I. INTRODUCTION

A new era of Federal recognition of Indian culture and language began with the passage by Congress of the Economic Opportunity Act of 1964 (P.L. 88-452, 78 Stat. 508) and the Elementary and Secondary Education Act of 1965 (P.L. 89-10, 79 Stat. 27). These acts gave Indians the right to exercise local control over the education being offered to them. To a limited extent there has been progress toward this goal during the years since the passage of these acts.

Many individuals view this legislation as the most important step the United States government has taken toward self-determination for Indians. From the first contact up to 1965, white society has tried to destroy Indian culture. Despite these efforts Indian cultures have managed to survive. When physical annihilation of Indians appeared to be unworkable and unnecessary, assimilation--cultural annihilation--became the goal. There were many reasons for the failure of assimilation, among them the continued existence of reservations and the "separate" societies on them. The "Indian Problem" remained and nothing seemed to solve it. It is to be hoped the laws passed in the last twelve years mean that the dominant culture finally recognizes the rights of other cultures to exist side by side with it. Certainly the idea that Indian peoples, among others, have a right to self-determination is overdue.

Self-determination means, among other things, the right to maintain one's own language. The teaching of and in the native language is a means to that end. Prior to the passage of the above acts, Federal policy was against such teaching. As an example of this policy, the rules for Bureau of Indian Affairs Schools stated, in part:

> All instruction must be in the English Language. Pupils must be compelled to converse with each other in English, and should be properly rebuked

> or punished for persistent violation of this rule. Every effort should be made to encourage them to abandon their tribal language. To facilitate this work it is essential that all school employees be able to speak English fluently, and that they speak English exclusively to the pupils, and also to each other in the presence of the pupils.
>
> Report of the Commissioner
> of Indian Affairs. T. J.
> Morgan. September 5, 1890.
> (Washburn 1973:493)

Most of the American government programs aimed at American Indians did not have the desired effect--acculturation. After more than two hundred years of effort by the United States government, many Indians still speak only their native language. The majority of Americans are not aware of this fact; they simply assume that everyone born in this country speaks English.

> Congress and the American people generally find it hard to sympathize with educational programs designed to teach English as a second language to Indian school children. Their assumption often is that the Indian should long since have been utilizing English as his principal language. Perhaps the urban riots of the late 1960's and emphasis upon teaching English as a second language to Negro youth will have a sobering effect on those who long believed that both Negro and Indian needed merely to be prodded to cause them to "catch up" with the dominant whites. (Washburn 1971:220)

All of us who are involved in teaching, regardless of level, share to some degree the belief that formal education is a benevolent means of affecting social change and "progress." That is, those of us who have been brought up through a system modeled after the Western European educational pattern. Certainly most of the American government educational policy toward Indians has had that concept as one of its keystones.

In general, education is a formalized portion of the enculturation process which begins when a person is born. But when children of a cultural background different from the dominant culture are the focus of the educational process, severe problems can arise. In this case, formal education is no longer just a means of transmitting knowledge and social values with which the child already has some degree of familiarity. Instead, education becomes the focal point of intense struggle for the mind of the child. If the curriculum reflects solely the dominant culture, the struggle is clear cut and evident to all. A more complex situation arises when "elements" of both the child's culture and the dominant culture are incorporated into the educational program. For the child, this situation may be more difficult to handle than a straight acculturation curriculum.

Bilingual education is essentially a compromise between the self-determinist's view that the native language should form the basis of formal education, and the established view that English should be this basis. Depending upon the degree to which elements of either culture and language are involved in the curriculum, it is possible for persons from each culture to assume that the objective of the program is to support that particular culture.

For Indians, everyone acknowledges the impossibility of return-ing to the "old ways." Both the physical environment of the contemporary world, and a lack of comprehensive knowledge of what the "old ways" are, combine to create this situation. On the other hand, the American government is now finally willing to concede that acculturation/assimilation programs have failed to transform Indians into west Europeans, in so far as values and attitudes are concerned. Therefore, bilingual/bicultural education is at least minimally acceptable to both sides of the argument. Unless there is a real effort to create a bicultural and bilingual program, there is little likelihood that there will be any agreement as to the value of the educational process for native Americans.

Since language is an important part of culture, bicultural education will not succeed unless there is also bilingual education. Our research effort was directed toward identifying bilingual educational materials developed for natives of America north of Mexico in the period between 1965 and 1974. These materials include native language and English as a Second Language (ESL) publications. One very important result of our endeavor has been to provide a comprehensive listing of contemporary materials, that is, as comprehensive as it is possible to make when one must rely upon the voluntary cooperation of field workers and language specialists. We received excellent cooperation and wish to thank everyone who took time to send us data. In order to have true bilingual/bicultural education, materials of the type we have identified are an absolute essential.

Before we discuss the results of our search, we feel it would be useful to give a brief review of Indian education programs as supported by the American government, in order to establish what makes our list of materials so important for anyone concerned with Indian education.

II. HISTORY

Prior to the American Revolution there were several schools or "colleges" for Indian students that were supported by private charities. Although none were very successful, they did set the basic American philosophy aimed at "civilizing" the Indians. One such school was established at William and Mary College in Williamsburg, Virginia, with funds allocated in 1697. The students were often unwilling "hostages for the peace," the sons of hostile or formerly hostile Indian leaders. They were instructed in English, reading, writing, and the Christian religion. Many died, but most returned to their tribes at the end of their schooling, and, to the dismay of their educators, resumed tribal customs almost as if there had been no interruption. The few successes of this institution were the young Indians who remained in "civilized" Virginia; maintained as servants in colonial homes. (William and Mary College, 1870:37-38)

Many New England homes also had Indian servants or apprentices, and their employers were required by law to instruct the Indians in the Puritan faith. John Eliot's famous Indian Bible was a direct result of these laws. Another school for Indians was established at Harvard. Called the Indian College, in its eleven years of operation, 1654 to 1665, only one student was graduated with a bachelor of arts degree, and he unfortunately died of tuberculosis within a year of leaving school. After 1665, no more Indian students came to the school, and the building was used to house the first American university press. It was on this press that John Eliot's Indian Bible was printed. (Morison 1936:36-39)

A few years later Eleazer Wheelock in Connecticut was approaching education from a different point of view--boarding school. He established such a school at his home in Lebanon, Connecticut, and later moved it to Hanover, New Hampshire, where it was first called Moor's Charity School, and later Dartmouth. (Berry 1972:33) His idea was to train missionaries who would then set up missions with the Indian tribes. At first he took only Indians into the schools but soon displaced most of the Indian students with whites. Because of the strong mission orientation Wheelock received considerable financial support and was successful in hiring competent teachers and providing sound training.

The colonial period established the basic elements of Indian education which have been more or less followed up to the present time. First there was an emphasis on isolating the Indian from his native culture. Second, the content of the curriculum was the same as the white students'--reading, writing, mathematics, logic, philosophy, English, Greek, and Latin. Although he was taught white culture, the Indian student was kept apart from local white society, making it very difficult for him to enter that society.

Had either the French or Spanish prevailed in controlling North America the course of Indian education would have been very different. Indians were an essential element in the economy as established under French and Spanish rule. Unfortunately, under the English system, the best one can say is the Indian was an incidental element. In many cases the Indian represented an environmental element that had to be removed before the British/American economic system could be fully operative. Thus the major emphasis was on "solving the Indian Problem" rather than on helping Indian peoples adjust and survive in a rapidly changing environment.

From 1789 to 1819 the funding of Indian education was haphazard at best. Responsibility for Indian education was left almost exclusively to the missionaries. In 1794 the first Indian treaty which mentioned education was concluded with the Oneida, Tuscarora and Stockbridge Indians living in the Oneida territory. Article III of the treaty stated that the United States would provide funds "to instruct some young men of the three nations in the arts of miller and sawyer . . ." (Washburn 1973:2293)

The second U.S. treaty to deal with Indian education was directed more toward a "liberal arts" education than the technical education supported above, but it was through a missionary intermediary. This treaty, signed with the Kaskaskia Indians of Illinois, stated that one hundred dollars would be supplied annually for seven years for the support of a priest, who would, among his other duties, "instruct as many of their children as possible in the rudiments of literature." (Ibid: 2310)

Generally, treaties were little concerned with educating Indians. Conditions of hostility between whites and Indians generally meant that treaties, when they were signed, dealt almost exclusively with the major issues of land, removal and compensation. Nevertheless, there was the feeling, among many Americans of good will, that if the Indian could be educated to agriculture, he would find himself happier, healthier and more adaptable to the culture of the United States. Experiments along these lines were generally unsuccessful, however.

In 1840 "manual labor" boarding schools were being established by the missionaries on the western reservations. The shift in emphasis to practical manual skills, an important change, did not change the emphasis upon isolating the child from the native culture. Isolation was thought to help affect changes in the child and through those changes change the native culture when the individual returned home. Although the following quotation is from a later period the concept was firmly established long before 1840. The purpose of the boarding school was "to free the children from the language and habits of their untutored and oftentimes savage parents." (U.S. Department of Interior 1886: 23) In addition, the manual labor performed--farming, animal husbandry, carpentry, masonry, weaving, sewing etc.--helped reduce the cost of operating the school. A few teachers had the hope that this more practical training (no more Latin and Greek) would be more meaningful to the students.

The involvement of independent church groups in the educational system was beginning to show some strain after the Civil War. A triangular arrangement was in operation, each side of which pulled in a different direction. On one side the tribes, at least on paper, viewed as independent foreign nations, were not all that anxious to benefit from white education. Members of the tribe had widely divergent opinions about the value of white society and the ways and needs of maintaining the native society. On the second side was the Federal Government slowly developing an Indian policy of assimilation. On the third side were the missionaries who had a primary goal: convert the "heathen" to the true belief. Because they did receive government funds there was some expectation the missionaries would support the Bureau of Indian Affairs' policy, but not all the missionaries thought the assimilation policy was right.

Thus a situation existed in which one group wanted Indian children to be raised as Indian children with their own religion. Another group wanted Indian children raised as white children, regardless of religious belief. Finally, there was a group who wanted Indian children raised as Christians, regardless of whether their culture was Indian or white. Needless to say the students found this to be highly confusing.

President Grant strongly criticized the missionaries for their continued use of native languages in Indian education, in 1870. (Adams 1946:50) As the government became more and more unhappy about the failure of missionary schools to support official policy, more and more Bureau Schools were established. No matter who offically controlled the school two basic ideas were firmly established by 1870. One was the boarding school and the other was use to student labor to reduce operating costs. For most tribes this would be the pattern for the next sixty years.

There was a notable expection to this situation. A few tribes were able to create a school system largely, if not completely, under their own control. Most tribes did not gain this right for another 100 years. The Cherokees and Choctaws had flourishing school systems as early as 1821.

By 1852 the Cherokees had 21 schools, 2 academies, and an enrollment of 1100 students. The Choctaws were only slightly behind the Cherokees, and the Creeks, Chickasaws and Seminoles also were able to establish their own systems before the Civil War started. (Berry 1972:36) Although the schools were supervised by the tribes and in some cases (Cherokees and Choctaws) funded by the tribe, the curriculum was that of the white society. There was little or no instruction in native culture or language. One interesting feature of the Choctaw program was the inclusion of a separate project to provide a basic education for adults. It is unfortunate that these programs were not considered as models for Indian education.

Although the words used to describe Federal Indian policy after 1870 were softer sounding--"peace policy," "civilization and citizenship,"-- the basic objective remained unchanged: eradicate Indian culture. Even if such a policy was ethical the manner of implementation ensured its failure. By failing to know or recognize an essential principle of culture change the program of rapid training in white cultural values and skills was doomed to failure. Cultural change is a long term process in which the individual and the culture assess the worth of new traits and slowly accommodate new traits as they seem valuable.

Throughout the period 1869-1933, there was some effort to revive bilingual education. A few of the missionary societies and many individual missionaries from all denominations felt that bilingual education was or would be valuable. However, government policy stated that only English could be studied. Nevertheless, interest in translating the Bible into native languages stayed alive. After all, the missionaries' prime goal was not to make the Indian a good member of Western society, but to make him a good Christian; and it was felt that this would be easier if the Christian texts were presented in a language comprehensible to him. Obviously, producing a translated Bible was of little value unless the people could read it. This in turn meant giving instructing in reading the native language--a direct violation of government policy. In 1879 two missionary societies were told to stop this process or lose their Federal aid. (Adams 1946:50)

In 1887 the expenditure for Indian education was $20,000, which went to establish 48 small boarding schools and 102 day schools with 3,598 pupils. The annual expenditure jumped in 1899 to $2,638,390, which went to the support of 148 boarding schools, and 295 day schools supporting 24,004 pupils. (Dawes 1899:281) In fact a total of $29,352,344 was spent between the years of 1877 and 1899 in an effort to assimilate the Indian via white men's educational means. However intense the assimilation program might have been, it was nevertheless a failure. In an article published in 1899 Dawes lamely tried to defend the barbarous governmental policy by stating:

> It was plain that if he (the Indian) were left alone he must of necessity become a tramp and beggar with all the evil passions of a savage, a homeless and lawless poacher upon civilization, and a terror to the peaceful citizen. It was this condition which forced on the nation its present Indian policy. It was born of sheer necessity. (Ibid)

The first Indian students were enrolled in public school systems near their homes in 1890. Generally this experiment was a failure for several reasons. First the local non-Indian population disliked the Indian population and often expressed the dislike physically. A second factor was that the public school curriculum was geared to a white audience with a white background. It is true that the reservation and off reservation Indian schools had a white oriented curriculum in terms of vocational education; however, the teachers did realize all their students came from a different cultural background. A third factor was that most of the Indian children's environment was not geared to academic training and formal education. The Indian child therefore started public school with a great disadvantage, which tended to be magnified as time went on.

Most of the missionary schools still in operation in 1890 were "contract" schools, if they received Federal funds. In 1897 the contract system was abolished by law; however, by 1905 a few contract schools were reestablished. They were reestablished because of tribal and missionary society pressure. Only a few of the pre-1897 schools were reopened but those that were had and still have an excellent reputation.

By 1920, things were at a very low point, as described by Evelyn Adams:

> The record was drab at the end of a half century of full government responsibility in Indian Affairs. Most of the Indians had been kept peaceful, many of them had been kept idle, and too many students had been kept ignorant of techniques that would make them vocationally adept. Large amounts of government money had been spent for schools that were lost in their own machinery.
>
> Student labor in its institutional setting comprised the washing of tons of dishes, the making of acres of beds, the laundering of mountains of clothing, the cleaning of countless huge dormitories, and many other regimented duties on a wholesale scale equally remote from the student's miserable home on a barren reservation which he presumably was being taught to improve.
>
> Indian education closely trailed the development of the public school system, with slight relationship to Indian needs. The difficulty lay in the slavish imitation of the white school. The empty, expensive, time-consuming education program for the Indian did not bring to him economic betterment, nor did it destroy his native way of life as it

> so woefully intended, because his school followed a sterile path and made only a tip of the wing contact with his tribal experience and his actual reservation surroundings. (Adams 1971:64)

During the Coolidge Administration a survey of reservation conditions was conducted at the direction of Herbert Work, Secretary of the Interior. Dr. Lewis Merriam was in charge of the survey. Experts in the field of health, education and law visited Indian communities throughout the United States.

The Merriam Report focused on education as the solution to the "problems of the Indian wards." It pointed out many problems in Indian education which are still extant today. Among the recommendations of this report was the suggestion that boarding schools be changed to day schools wherever conditions of transport made this possible, and that schools which continued to board students be improved. The period from 1928 to World War II was a relatively enlightened era of Bureau of Indian Affairs policy. The Rhoads-Scattergood administration put into effect several of the recommendations of the Merriam Report. Congress allocated more money for the improvement of schools and the hiring of better personnel. The number of Indian children enrolled in public schools rose from 38,000 in 1929-30 to 48,000 in 1931-32. (MacLean 1973:8) This was regarded as progress, although, as has been noted, there was considerable reason to question the advisability of sending Indian children to public schools.

John Collier became head of the BIA in 1933. He was an able administrator, committed to making Indian education relevant to the Indian way of life. He was also responsible for hiring more Indians to work within the BIA. The Indian Reorganization Act of 1934 strengthened the tribes' rights of self-government and reawakened official interest in native languages. At the Indian Service Summer School, started in 1936, classes were offered in both Sioux and Navajo. (Liebowitz 1971:5) However, John Collier was disliked by Congress and he and the policies he sponsored also met strong opposition from entrenched BIA officials in the field. He resigned his office in 1944.

The House Select Committee on Indian Affairs made recommendations for "the final solution of the Indian problem"--a phrase with an appropriately ominous ring--in 1944. The committee criticized the new day schools for adapting to the Indian way of life, and advocated a return to the boarding school system. It stated: "The goal of Indian education should be to make the Indian child a better American rather than to equip him simply to be a better Indian." (U.S. Congress Senate 1969:13)

World War II had occasioned cutbacks in funding for Indian Education, and the end of the war marked the beginning of the "termination" policy and more cutbacks. By the early 1950's the termination policy was in full operation. In 1952 the BIA closed all Federal schools in Idaho, Michigan, Washington, and Wisconsin. The following year many boarding and day schools in other states closed, forcing the Indian students to transfer to public schools. Assimilation was again attempted by removing the children from their home environment--Navajo children were sent to school in Oregon, children from the Northwest Coast were shipped to Oklahoma. (U.S. Congress Senate 1969:14) House Concurrent Resolution 108 of 1953 called for the end of all federal services to Indians, including education. (Leibowitz, ibid)

But by the end of the fifties, it was clear that termination was not a success. Tribes which had been terminated found themselves in much worse condition culturally and economically than they had been before losing their reservations. The Kennedy Administration set up a task force under Secretary of the Interior Stewart Udall to study Indian Affairs. Their report in July 1961 suggested, among other things, greater involvement of the Indian community in the education of their children. (U.S. Congress Senate 1969:15) This recommendation was implemented by the Economic

Opportunity Act of 1964, which also designated that English must be taught as a Second Language to children for whom English was not a native language, and that Indian schools should help transmit Indian culture. The Elementary and Secondary Education Act of 1965 went on to fund 90,000 teacher aides, bilingual in the children's native language, to expand schools and to enroll 475,000 minority children, including Indians, in pre-school classes. These two pieces of legislation have had a greater impact on Indian education than almost anything since Eliot and Wheelock started their missionary boarding schools.

Bilingual education has always been an idea underlying at least some portion of Indian education. There was, as we have seen, a brief moment during colonial times (Eliot, Wheelock et al.) when there was active use of native languages, at least in religious instruction. The first officially sanctioned instruction in native languages did not take place until the 1930's however, and this effort faded with the onset of World War II. Finally, in the mid-60's, there is legislation which gives legal sanction and financial support to bilingual education for "minority" children in American schools.

III. EDUCATIONAL/CULTURAL PROBLEMS IN THE LANGUAGE EDUCATION OF THE AMERICAN INDIAN CHILD

We are currently in a transition period in the attitude shown by established educational institutions, including the Bureau of Indian Affairs, toward their Indian and Eskimo students. The Federal Government has recognized from the beginning that the Native American child comes to school with attitudes, background and beliefs different from Anglo students, and that one of the most apparent differences lies in language. The current transition in attitude is from one of wishing to eradicate these differences to one of wishing to help preserve them. The early efforts to eradicate those things, particularly language, which set the Indian apart from the mainstream of American life were fully consistent with the "melting pot" view of American society. But these efforts failed. Current educators, influenced by the new view of America as a land where cultural pluralism is not only acceptable but desirable, also recognize the distinct status of the Indian student, and beyond this, the distinct status of each of the several tribes and bands of Indians, Eskimos, and Aleuts. They wish not to destroy these distinctions, but to encourage pride in them, while exposing the student to the culture and language of the majority of Americans. This new attitude is expressed in a recent government report as follows: "Essentially the goals (of American Indian Education) are to enlarge the area of choice of Indian people and to help them maintain their dignity." (Havighurst 1970:3)

There are several aspects of a language which must be understood if that language is to be taught in an academic setting, and if speakers of that language are to be taught English effectively. These include the basic concepts inherent in the grammar and syntax of the language and the sound system employed in the phonology of that language.

A few well known examples of syntactic and grammatical characteristics of native North American languages may serve here to illustrate this point.

In Hopi, plurals and cardinal numbers can only be used for things which can be seen together as objective groups. In Wintu, the following are recognized as fundamental categories of speech: subjectivity vs. objectivity, knowledge vs. belief, and freedom vs. actual necessity; thus the English sentence, "Harry is chopping wood" must be translated into Wintu in one of five ways, depending on whether the person who is speaking knows this by observation, hearsay, or by inference in three distinct degrees of plausibility. In Navajo it is not possible to say simply, "He goes." The speaker must specify whether "he" goes on foot, on horseback, in a wagon, car, train, airplane, or boat; and further if by horse, at what gait the horse is traveling, and if by boat, how that boat is powered. (Kluckhohn 1963:140-143)

Each language has its own sound system, choosing from among the wide range of sounds possible for the human vocal system to produce those particular sounds it will use, and which distinctions among sounds it will recognize as meaningful. Any English speaker who learns a foreign language is introduced to sounds that he has never before produced. In order to teach any second language, the differences in the sound systems of the two languages in question must be compared. Do the languages distinguish between "d" and "t;" do they regard "p" "b" "v" as three sounds, two, or one? Added to the questions of production of sound is that of whether the languages import meaning through stress, tone, pitch or a combination of these elements.

Examples of syntactical, grammatical and phonological difficulties encountered by the Navajo speaker in learning English as a Second Language are presented briefly by Yvonne J. Weaver, in her article "A Closer Look at TESL on the Reservation," (1967) and in greater detail by Mary Jane Cook and Margaret Amy Sharp in their "Problems of Navajo Speakers in Learning English" (1966). In a partial list of grammatical problems likely to be encountered by the Navajo student of English, Weaver includes: (1) distinction of number, (2) expression of possession, (3) application of adjectives to nouns, (4) distinction of gender, (5) usage of subject and object, (6) usage of definite and indefinite articles, (7) usage of definite and indefinite pronouns, (8) usage of correct verb inflections, and (9) usage of negative question. (op. cit. 28)

So far, we have spoken largely of the problems involved in teaching a second language, English, to speakers of native North American languages. However, the mandate for bilingual education also demands that native languages be included in the curriculum. In regard to education in the native language, it is interesting to note a study made by Patrick E. Graham and Judson H. Taylor of seventy-three American Indian high school students involved in an Arizona Upward Bound program. The students came from the Apache, Hopi, Hualapai, Mohave, Navajo, Papago, and Pima tribes. In answer to questions about language preference 86% said that they spoke their tribal language, but 92% said that they would want their children to learn the tribal language. The students' interest in having their unborn children speak the native language cannot be explained as a simple desire that these children be able to communicate with their grandparents, since 94% of the students' parents could read and write English. (Graham and Taylor 1969:19-26)

There is a demand, then, for native language instruction. Introduction of the native language into the curriculum is a relatively new phenomenon, however, and there are many problems associated with it. In some cases, the native language is used only in oral form, and a curriculum designer unfamiliar with the native language will simply say to a teacher: "You may translate this lesson into the native language." In these situations the teacher or the aide will translate the material according to personal ability and the translation and instructional language will vary widely from class to class. This is especially true when the subject taught is one for which the native language does not have an established terminology, such as science or mathematics.

Oral use of the native language is not enough. Native languages must be included in written form as well, not only for the sake of uniformity of instruction, but for the psychological and material benefits a people receives from having its language available in written form. The rationale for native literacy programs is outlined forcefully by Willard Walker (1969:146). Among the reasons he puts forth for the development of literacy in native languages are the following:

- --native language literacy can form a first step toward second language literacy for children who do not speak the second language when they enter school;
- --through mutual control of reading and writing skills, and the increased communication this affords, native peoples can strengthen their sense of identity with their culture;
- --possession of a written language can counteract the sense of inferiority so common among speakers of languages not previously written, since it demonstrates that the language is in fact a valid and complex means of expression;
- --introduction of native language literacy can improve the relevance of the school curriculum to the native community.

Most native North American languages have not, historically, been written, although most have been recorded in written form by linguists at one time or another. Adequate orthographies for these languages must be developed--systems of writing which represent accurately the morphophonemic system of the language and which are readily recognizable to speakers of the language. Such orthographies are currently being developed for many, but not all of the languages in question. Since most languages lend themselves to adequate representation in alphabets, and since the Roman alphabet is employed by English speakers, most native American languages are being written in standard Roman orthography with the use of some invented letters to represent sounds not used in English, e.g., ƛ and ŋ .

In some cases, however, the Roman alphabet has been avoided altogether. The most well known such case is, of course, the Cherokee syllabary developed by Sequoyah over a twelve year period and finally accepted by the tribal council in 1819. Sequoyah's syllabary employed some characters resembling Roman letters, others similar to Greek or Cyrillic script, and others unique to his system. In all there are 85 symbols, each representing a single syllable in Cherokee. (Note: there is no correspondence between the English sounds of the Roman-like letters used and the sounds they represent in Cherokee, e.g., "A" in the Cherokee syllabary represents the sound "n" or "nho.") Sequoyah met a great deal of resistance in his attempts to get his syllabary accepted; however, once acceptance was achieved, native language literacy spread throughout the Cherokee nation with remarkable speed. Cherokees exchanged letters, kept accounts, and wrote down sacred rituals using the syllabary. A Cherokee national press was established by 1828 and produced, among other things, a weekly newspaper, many Biblical passages and an entire New Testament, hymn books, laws of the National Council, primers, and spelling books. There was a hiatus in publication during the Civil War, and another from 1906 until relatively recently, but currently the press is active, and materials are again being printed in the Cherokee syllabary. (Walker 1969:148-151)

Perhaps less well known is the non-Roman letter orthography currently employed in Canada for a variety of native languages. It was originally developed in 1840 by James Evans, a Methodist missionary to the Cree. The syllabary was accepted by both the Indian population and the Canadian administration and was used to produce religious texts. It is still widely used in Canada for secular as well as religious purposes, and has been adapted to various Cree, Ojibwa, Chipewyan, Slave and Innuit dialects. The syllabary consists of fourteen characters which are written in four different orientations, according to which of four vowel sounds are used. Thus in Moose Cree ᐯ = pe, ᐱ = pi, ᐳ = po, and ᐸ = pa. (Ibid:152-3, 159-160)

Languages such as Cherokee and Innuit lend themselves particularly well to syllabic rather than alphabetic representation. On the other hand, for a language which employs a wide variety of vowels and consonants, a syllabary is impractical. Even where a syllabary is phonetically practical, there are arguments against its use--the lack of cross-over benefits with English language literacy, the necessity to produce special type faces for printing the material, and the cost of producing typewriters using the syllabary. Nevertheless, it would not seem wise to advocate abandoning established syllabaries which have proven their effectiveness. The ambiguity of reaction to this question is reflected by the fact that, at this point, both syllabics and Roman letter transcription are being used by the Cherokee and the native peoples of Canada, often side by side in the same publication.

Navajo orthography has perhaps the longest history of any Roman letter orthography, and has been used in a wide variety of publications. Despite the wide use, the orthography is not completely settled. As early as 1940 an alphabet limited to the keys of a standard typewriter was developed for Navajo and elementary readers were printed using it. These included Little Man's Family and the Little Herder series. Adult materials were also prepared, dealing with such subjects as soil conservation, health care, employment opportunities and livestock management. (Bauer 1971:29)

In 1969, the Center for Applied Linguistics held a conference on Navajo Orthography with the aim of developing a standard alphabet for use in BIA schools. The alphabet recommended consisted of 36 letters or letter combinations, and three "prosodic markers" to augment these letters. Length is indicated by double letters, high tone by an acute accent above the letter, and nazalization by a hook under the letter. (Ohanessian 1969:5-7.) This orthography was developed from the viewpoint of the native speaker of Navajo, which is a particularly important point. Most early orthographies were developed by linguists and/or anthropologists to reflect as accurately as possible the phonology of languages with which they wer not fully familiar. However, phonological changes are not always meaningful--they may occur simply because of the juxtaposition of words and/or sounds, and these morphologically insignificant phonological differences should not be reflected in a language written for speakers of that language. There are some Navajos who argue that prosodic markers are unnecessary and even detrimental to the reading speed of a native speaker of the language.

We have not yet discussed the non-linguistic cultural problems confronting the American Indian child in school. One problem in education for American Indians is the need to recognize that this child cannot be expected to come to school with the same cultural equipment as the Anglo child. This is self-evident to those readers who are American Indian, who have had contact with American Indians, or who are by training and education aware of the wide variety of human cultures. It is often not evident, however, to the teacher who gets a job in a BIA school, or a public or private school attended by American Indian children. These teachers need advance preparation in order to be able to cope with the problems they and their students will face. This situation is aggravated by the high turnover rate among teachers in Indian schools. The BIA estimates that 40% of all BIA teachers leave after only one year of teaching. (MacLean 1973:85)

It is difficult for any of us to realize how deep our own ethnocentrism runs. It is perhaps particularly difficult for teachers, who have the official task of enculturating young people, to recognize that their reactions to students from a different culture are not the result of those students' backwardness, but of their own biases. Too often teachers, lacking awareness of the impact of the students' culture on them, believe the students to be slow, mentally deficient, or purposefully ignorant. When these teachers communicate such beliefs, they may be accepted by the Indian students as valid, thereby becoming self-fulfilling prophecies. There are many examples in the literature of this problem--an educationally induced negative self-image.

Edward Dozier has pointed out many of the general differences between the American Indian cultures and the dominant culture--the importance to the former of the extended family, the permissive techniques of child rearing employed by most American Indian cultures, the absence of extensive trade and the values associated with it. Dr. Dozier points out that, regardless of how much information teachers have about cultural differences, they

> must have respect for the dignity of the individual, regardless of the student's particular family, ethnic, or cultural background. Here would be included certain peculiarities of dress, hair style, etc., whether idiosyncracies of the individual or the product of his particular cultural background. . . Secondly, a teacher must recognize that identity with one's specific heritage is natural, and is usually a cherished possession and hence cannot be demeaned, discredited or devalued. Here may be listed such things as language, religion, values and so on, even though these cultural possessions are different from those held by the teacher. (Dozier 1972:21)

Miles Zintz lists six values which the dominant culture stresses and to which the Native American child must become acclimated:

1. He must climb the ladder of success, and in order to do this, he must place a high value on competitive achievement.
2. He must learn time orientation that will be precise to the hour and minute, and he must also learn to place a high value on looking to the future.

3. He must accept the teacher's reiteration that there is a scientific explanation for all natural phenomena.

4. He must become accustomed to change and must anticipate change. (The dominant culture teaches that "change" in and of itself is good and desirable!)

5. He must trade his shy, quiet, reserved, and anonymous behavior for socially approved aggressive, competitive behavior.

6. He must somehow be brought to understand that he can, with some independence, shape his own destiny, as opposed to the tradition of remaining an anonymous member of his society. (Zintz 1971:39)

Many publications note general differences between Native American cultures and the dominant Anglo culture, and most include some of those mentioned by Dozier and Zintz, particularly the different attitudes toward competition and property values. However, the teacher of Indians, Eskimos or Aleuts must not rely too heavily on lists of general differences. Each specific tribe has its own culture, with its own unique interfaces with the dominant culture.

Eleanor Provance, in her MA thesis, mentions that she had in her secondary school classroom both Eskimo and Tlingit Indian students. The Eskimo, according to Provance, were non-competitive, accustomed to permissive treatment, strongly aware of individual rights, and resentful of pressure or insistence. The Tlingit on the other hand, were competitive, had a strong sense of property ownership, and were accustomed to harsh discipline. (Berry 1968:76)

The Indian or Eskimo child's cultural conflicts are not limited to the school personnel and classroom situation. They also lie in the materials from which the child is supposed to learn. When the Anglo child enters first grade, he is expected to learn to read and write. The Native

American child is expected to learn a new language, to learn to read and write in that language, and, all too often, to read about concepts and situations totally foreign to him. Traditional primers are directed toward middle-class urban or suburban white American children; they are not relevant nor even comprehensible to the young Native American.

The Scott Foresman Basic Readers featuring the adventures of Dick and Jane are perhaps the most widely used beginning readers, and educators working with two widely separated groups of Native American children have pointed out the difficulties these populations have in using these books. The differences, as they are reported by these authors, follow:

Lee H. Salisbury points out that Eskimo children are confused by the stories of Dick and Jane on several grounds. Some points of confusion are:

Dick and Jane play together.	but	Eskimo boys and girls do not play together or share toys.
The children's dog, Spot, is a pet and a playmate.	but	Eskimo dogs are work animals.
"Father" leaves for the "office" every day and comes home at night without any food.	but	The Eskimo man's work and its products are immediately visible to the children. He leaves home to hunt or fish.
The children's grandparents live far away in the country.	but	Eskimo families live together, and regard any separation as unfortunate.

In addition, the Eskimo child must deal with such foreign items as automobiles, paved streets, policemen, cookies, farm, cows, chickens, and horses. (Salisbury 1967:5)

Evelyn Evvard and George C. Mitchell present a similar picture of the conceptual confusion of the Navajo child who reads about Dick and Jane. The list they present of some of the areas of conflict follows in amended form:

DICK AND JANE	NAVAJO
Animals are pets, and have human-like personalities.	Animals are not treated as pets.
Life is child-centered.	Life is adult-centered.
Adults join in children's activities.	Children participate in adult activities.
Germ theory is implicitly expressed.	Good health results from harmony with nature.
Children and parents are masters of their environment.	Children accept their environment and live with it.
Children are energetic, outgoing, and obviously happy.	Children are passive and unexpressive.
Many toys and much clothing is an accepted value.	Children can only hope for much clothing and toys.
Life is easy, safe, and bland.	Life is hard and dangerous.

(Evvard & Mithcell 1966:5)

Craig Mayfield, in his Ph.D. dissertation, reported on reading readiness among Navajo students. He surveyed six widely used reading series and selected 165 concepts with which the editors presumably assumed their readers would be familiar. These included such things as train conductors, thermos bottles, and dog collars. Using pictures of the items and five word cards per picture, he asked Navajo youths at the Intermountain School at Brigham City, Utah, to match the correct word with the picture. The failure rate of the students ranged as high as 133--clearly showing the lack of familiarity with the cultural context of the readers of at least some of the students. (Berry 1968:69).

There are, of course, two ways of dealing with this problem. One is to give the students a crash course in the concepts used in the available readers. Another is to produce new readers which will not confuse the children. Our bibliography contains many examples of such ESL readers, using controlled vocabulary and situations and localities familiar to the children for whom the readers were developed. It is not necessary, however, that ESL texts for Native American children be limited in content to the cultural environment of the group addressed, as are almost all the materials cited here. The Eskimo, Aleut and American Indian children are no less able to understand or be interested in other cultures, people and places than Anglo children. What is essential is that the ESL texts for these children be written from the cultural context of the target populations. Books written for Navajo readers may be about Eskimos, Tahitians, natives of New York City or any other people, but they must treat as foreign such cultural traits and artifacts of these peoples as are, in fact, foreign to Navajo children. Existing texts could readily be rewritten, preferably by members of the target population, with this in view.

Obviously, if we are to have true bilingual education, there is a great need for materials in the native languages and suitable ESL materials. In the former category we need both texts which use the native language as subject matter, i.e., readers, spelling books, grammars; and texts which use the native language as the medium of instruction in other subjects. While books about native languages are now being produced, there are very few available texts in native languages about other subjects. In the category of ESL we need texts written with the linguistic and cultural background of the American Native in mind; both texts whose subject matter is within the cultural context of the Native North American, and texts which introduce him to concepts and cultures outside that context. Again, there are beginning to be a number of examples of the former, but very few of the latter.

IV. BILINGUAL/BICULTURAL EDUCATION AS IT NOW STANDS

Language and culture are not one and the same thing. One language can span several very different cultures. Nevertheless, a language is an important part of its culture. It is a recognizable difference among peoples; it carries with it a way of thinking, of seeing, and of expressing ideas. When a language dies, an irretrievable part of culture is lost. Young people who cannot speak their ancestral language are not able to share fully in the way of life of their elders.

That there are many distinct languages among the native peoples of North America is without question, but the exact number depends upon the enumerator's definition of a language--as opposed to a dialect. This is not the place to get into this discussion which has absorbed linguists for decades. Using William O. Bright's classification (1974:209) we can count 153 separate historically extant languages. Adding the four languages of the Far North--Aleut, Innuit, Siberian Yupik, and Yupik, we get a total of 157 languages, of which only 108 are still known to be spoken by more than ten people. Forty-nine languages, then, often whole language families, are extinct or nearly so. Of the remaining languages, twenty-one are spoken by fewer than one hundred people. The continued existence of these languages is therefore in considerable doubt.

Again using Bright's figures, with the addition of figures for the Far North (Krauss 1973) there are at least 357,190 people who speak one of the 108 extant languages, as opposed to the over 814,295 people who are identified as belonging to the cultures of which those languages are an important part (figures here from Murdock 1975, Bright 1974, and Krauss 1973). While the discrepancy between "tribal" membership and native language competency varies considerably from group to group, there is obviously a large number of native people who do not speak the langauge of their fathers. For example, the best figures available indicate that while there are 41,815 members of the six Iroquois nations (Seneca, Mohawk, Cayuga, Oneida, Onondaga and Tuscarora) only approximately 4,000 speak their native language--less than 10%. The Athabaskan (Tanana, Koyukon, Tanaina and Kutchin) and Eskimo (Innuit and the two Yupik groups) of the Far North, on the other hand, are almost all fluent in their ancestral language.

Bilingual eduacation is, in part, an attempt to help native people restore and preserve their languages. However, of the one hundred and eight extant languages, we were able to locate language arts materials developed in the ten years, 1965-1974, for only forty-eight languages.

In this section, we will consider numerically, by type category the materials cited in this bibliography. A gross count like this is not, of course, an entirely satisfactory way of viewing the material. It does not take into account the quality of the individual items, their length, their breadth of applicability. Such a count does, however, allow us to see clearly where the major gaps in available language arts materials occur. The annotations in the bibliography itself will, we hope, point out the quality--often very high indeed, of the individual materials. This numerical survey will give us a clearer overview of the current language arts situation in regard to Indians, Eskimos, and Aleuts.

For a schematic view of extant languages, number of speakers, tribal population, and the types of materials collected here, see the chart on pages 30-37. In considering the chart and the following discussion, however, one must remember that the materials represented were limited to those produced from 1965 to 1974. Nevertheless, even a brief glance at the chart reveals that the production of language arts materials for American Indian languages has been somewhat uneven. The Navajo tribe, with 135,000 members, has been fairly well represented, with 190 publications in the categories laid out on the chart. Other languages with large numbers of speakers and/or potential speakers have fared less well. The Cree, with 70,947 tribal members, have only 16 publications, the Ojibwe with 91,883 have only 8, the Sioux (Lakota, Nakota, Dakota) with 40,000 have only 10. On the other hand, the much smaller language groups of Alaska are disproportionately well represented. The Kutchin Athabascan, with a tribal population of 1,138 have 48 materials; the Tanana and Koyukon with approximately 1,800 speakers have 44, the Siberian Yupik Eskimos of St. Lawrence Island, who number 750 have 26 native language publications available to them.

Obviously, many factors are at work here, not the least of which is the availability of funding for bilingual education. Also to be considered is the perceived need for bilingual education--most of the Alaskan natives are monolingual in their native language, while tribes which have had more prolonged contact with the dominant culture are much more likely to be at least minimally bilingual in English. Thus it might be argued that the need for bilingual education and ESL is more immediate in Alaska. Yet another reason for this discrepancy might be the political awareness, impact, and unity of the individual tribes.

CHART OF NATIVE NORTH AMERICAN INDIAN LANGUAGES AND LANGUAGE ARTS MATERIALS

This chart is modeled after the chart presented by William O. Bright in his article in the New Encyclopedia Brittanica (1974); however, we have omitted all extinct languages and those spoken by fewer than ten persons. For Indian languages the figures for number of speakers are also taken from Bright (op. cit.). Population figures for American Indian tribes were taken from Murdock and O'Leary (1975) when they were available for the entire language group as defined by Bright. All figures for Eskimo and Aleut languages were taken from Krauss (1973).

We do wish to point out that it does not list all the American Indian languages we know of; however, it does list all the ones we received bilingual education information about. Also there are some problems with the geographic location which we did not correct.

LANGUAGE	LOCATION	Population	No. of Speakers	Dictionaries	Grammars	Primary Materials	Adult Reading	Primary ESL
NA-DENE								
ATHABASCAN								
Carrier, Chilcotim	British Columbia	3,862	1,500+	-	-	-	-	-
Chipewyan, Slave, Yellowknife	Northwest Terr.	3,113	4,400+	1	1	3	-	-
Chiricahua, Mescalero Apache	S. New Mexico	1,600	1,100+	-	-	-	-	-
Dogrib, Bear Lake, Hare	Northwest Terr.	1,746	1,400	-	-	1	-	4
Haida	British Columbia	1,500	700	1	-	3	-	-
Hupa	NW California	1,100	50	-	-	-	-	-
Jicarilla Apache	N. New Mexico	1,928	1,000	-	-	4	-	2
Kutchin	Alaska, Yukon	1,138	1,200	1	-	45	2	-
Navajo	Ariz., New Mex.	135,000	80,000+	2	5	87	58	38
Sekani, Beaver, Sarsi	Alberta	1,556	450+	-	-	-	-	-
Tahltan, Kaska	Northwest Terr.	1,606	300+	-	-	-	-	-
Tanaina, Ingalik, Nabesna, Ahtena	Alaska	------	1,400+	1	-	1	1	-
Tanana, Koyukon, Han, Tutchone	Alaska	------	1,800+	-	-	39	5	-
Tlingit	SE Alaska	7,800	1,000+	1	-	11	-	-
W. Apache	W. Arizona	7,500	8,000+	1	-	3	-	-

LANGUAGE	LOCATION	Population	No. of Speakers	Dictionaries	Grammars	Primary Materials	Adult Reading	Primary ESL
MACRO-ALGONKIAN								
ALGONKIAN								
Arapaho, Atsina, Nawathenehena	E. Colorado	4,512	1,000+	-	-	-	-	-
Blackfoot	Mont., Alberta	17,231	5,000+	2	-	-	-	-
Cheyenne	E. Wyoming	6,872	3,000+	-	-	-	-	-
Cree, Naskapi, Montagnais	E. Canada	70,947	35,000	2	1	10	2	1
Delaware	C. Atlantic Cst.	3,507	10+	-	-	-	-	-
Fox-Sauk-Kickapoo	S. of Great Lakes	3,431	1,500	-	-	-	-	-
Malecite, Passamaquoddy	New England, Maritime	1,636	900+	1	-	-	-	-
Menominee	Great Lakes	4,307	300+	-	-	-	-	-
Mic Mac	Maritime Prov.	8,465	3,000+	-	-	2	-	-
Ojibwa (Chippewa), Ottawa, Algonkin, Salteaux	S. Ontario	91,883	41,000+	1	1	5	1	-
Penobscot, Abnaki	New England	616	50+	-	-	-	-	-
Potawatomi	Michigan	5,459	100+	-	-	-	-	-
Shawnee	SC United States	2,208	300+	-	-	-	-	-
YUROK	NW California	3,000	10+	-	-	-	1	-
POMO	NC California	2,626	140	-	1	-	-	-

LANGUAGE	LOCATION	Population	No. of Speakers	Dictionaries	Grammars	Primary Materials	Adult Reading	Primary ESL
PALAIHNIHAN								
Achomawi	NE California	980	10+	1	-	-	-	-
WASHO	EC California, Nevada	1,200	100	-	-	-	-	-
KAROK	NW California	1,406	100+	-	-	-	-	-
PENUTIAN								
YOKUTSAN (Yokuts)	SC California	791	10+	1	-	-	1	-
MAIDUAN (Nisenan)	NC California	-------	10+	1	-	-	-	-
WINTUN								
Patwin	NC California	1,650	10+	-	-	-	-	-
Wintu, Nomlaki	NC California		20+	-	-	-	-	-
MIWOK-COSTANOAN	SC California	-------	50	2	-	-	-	-
KLAMATH-MODOC	SC California	2,100	100+	-	-	-	-	-
SAHAPTIAN								
Nez Perce	WC Idaho	1,987	500+	-	1	-	-	-
Sahaptin (Klikitat, Umatilla, Walla Walla, Warm Springs, Yakima	NC Oregon	4,995	1,400+	-	1	-	-	-
CHINOOKIAN	NW Oregon SW Washington	800	20	-	-	-	-	-
TSIMSHIAN	WC British Columbia	8,200	3,000	-	-	-	-	-

LANGUAGE	LOCATION	Population	No. of Speakers	Dictionaries	Grammars	Primary Materials	Adult Reading	Primary ESL
ZUNI	WC New Mexico	5,155	3,000+	-	1	-	-	-
AZTEC-TANOAN								
KIOWA-TANOAN								
Kiowa	Oklahoma	4,337	2,000	-	-	-	-	-
Tewa	NC New Mexico	4,778	2,000	-	-	1	-	-
Tiwa	NC New Mexico	3,983	2,200+	-	-	-	-	-
Towa	NC New Mexico	1,448	1,200	-	-	-	-	-
MUSKOGEAN								
Alabama, Koasati	Alabama	646	300+	-	-	-	-	-
Choctaw, Chickasaw	N. Mississippi	25,616	12,000+	2	2	1	2	1
Mikasuki, Hitchiti	NW Florida	-------	700	-	-	-	-	-
Muskogee (Creek), Seminole	Georgia, Florida	22,059	10,300+	-	-	13	-	-
MACRO-SIOUAN								
SIOUAN								
Crow	E. Montana	4,208	3,000	-	1	1	-	-
Dakota (Sioux)	N. Plains	40,000	15,000+	4	-	2	1	3
Hidatsa	N. Dakota	1,100	500+	-	-	-	-	-
Omaha, Osage, Ponca, Kansa, Quapaw	Central Plains	9,365	1,200+	-	-	1	-	-

LANGUAGE	LOCATION	Population	No. of Speakers	Dictionaries	Grammars	Primary Materials	Adult Reading	Primary ESL
Winnebago	Wisconsin	2,832	1,000+	-	-	-	-	-
IROQUOIAN								
Cherokee	S. Appalachians, Oklahoma	66,150	10,000	2	-	11	2	1
Mohawk	New York	41,815	1,000+	2	2	4	-	-
Oneida	New York		1,000+	-	-	-	-	-
Seneca, Cayuga, Onondaga	New York		2,600+	1	-	1	1	-
Tuscarora	North Carolina		100+	-	1	-	-	-
CADDOAN								
Arikara	Dakotas	928	200+	-	-	-	-	-
Caddo	Ark., Oklahoma	1,207	300+	-	-	-	-	-
Pawnee	Kansas	1,928	400+	-	-	-	-	-
Wichita	Tex., Oklahoma	485	100+	-	-	-	-	-
YUCHI	S. Appalachians	-------	100+	-	-	-	-	-
HOKAN								
YUMAN								
Delta Yuman (Cocopa)	Colorado River Delta	441	300+	-	-	-	-	-
Diegueno, Kiliwa	S. & Baja Calif.	-------	10+	1	1	-	-	-
Mohave, Yuma	Lower Colo. Riv.	2,290	2,000	-	-	1	-	-

LANGUAGE	LOCATION	Population	No. of Speakers	Dictionaries	Grammars	Primary Materials	Adult Reading	Primary ESL
Walapai, Havasupai, Yavapai	NW Arizona	2,370	900	-	-	-	1	-
UTO-AZTECAN								
Cahuilla	S. California	600	10+	-	-	-	1	-
Comanche	N. Texas	4,250	1,500	-	-	-	-	-
Hopi	N. Arizona	7,236	3,000+	-	-	1	1	2
Kawaiisu, Ute, Chemehuevi, S. Paiute	SE Calif., S. Nev., S. Utah, SW Colorado	4,615	3,000+	1	-	1	-	-
Luiseno	S. California	900	100+	1	-	1	-	-
Mono	EC California	500	100+	-	-	-	-	-
N. Paiute, Bannock, Snake	NE Calif., SE Ore., N. Nev., S. Idaho	3,300	2,000	-	-	-	-	-
Panamint, Gosiute, Shoshone	C. Nev., N. Utah, SW Wyoming	5,300	5,000+	1	-	-	2	-
Pima-Papago	S. Arizona	17,700	13,000+	2	1	2	2	1
UNCLASSIFIED								
KERESAN (Acoma)	NW New Mexico	8,877	7,000	-	-	-	1	-
KUTENAI	Mont., Idaho, BC	1,150	300+	-	-	-	-	-
CHIMAKUAN								
Quileute	NW Washington	200	10+	-	-	-	-	-

LANGUAGE	LOCATION	Population	No. of Speakers	Dictionaries	Grammars	Primary Materials	Adult Reading	Primary ESL
SALISH								
Bella Coola	WC Brit. Columbia	575	200+	-	-	-	-	-
Coeur d'Alene	N. Idaho	440	100	-	-	-	-	-
Halkomelem	SW Brit. Columbia	7,652	1,000+	-	-	-	-	-
Lillcet	C. Brit. Columbia	2,374	1,000+	-	-	-	-	-
Middle Columbia (Salish), Wenatchee	E. Washington	200	200	1	-	-	-	-
Okanagon, Sanpoil, Lake, Colville	S. Brit. Columbia	4,500	1,000+	-	-	-	-	-
Pend d'Oreille, Flathead, Spokan (Salish), Kalispel	N. Idaho	3,952	600+	-	1	-	-	-
Shuswap	E. Brit. Columbia	3,675	1,000+	-	1	-	-	-
S. Puget Sound Salish	W. Washington	2,500	50+	1	1	-	-	-
Squamish	SW Brit Columbia	2,500	100+	-	1	-	-	-
Straits Salish	SW Washington	4,300	500	-	1	-	-	-
Thompson	C. Brit. Columbia	2,647	1,000+	-	-	-	-	-
Upper Chehalis, Cowlitz, Lower Chehalis, Quinault	W. Washington	1,000	10+	-	-	-	-	-
WAKASHAN								
Bella Bella, Heiltsuk	WC Brit. Columbia	1,198	100+	-	-	-	-	-

LANGUAGE	LOCATION	Population	No. of Speakers	Dictionaries	Grammars	Primary Materials	Adult Reading	Primary ESL
Kitamat, Haisla	WC Brit. Columbia	1,966	100+	-	-	-	-	-
Kwakiutl	WC Brit. Columbia		1,000+	-	-	-	-	-
Makah	NW Washington		500	-	-	-	-	-
Nitinat	Vancouver Island	4,600	10+	-	-	-	-	-
Nootka	Vancouver Island		1,000+	-	-	-	-	-
ESKIMO-ALEUT								
ALEUT	Alaska	2,300	600+	-	-	5	-	-
ESKIMO								
Siberian Yupik	St. Lawrence Island	-------	750	-	-	22	4	
Yupik	W. Alaska	-------	17,000	-	1	102	1	8
Innuit	E. Alaska NW Terr.	-------	20,000	2	2	99	17	4

Now let us consider briefly the categories of language arts materials represented in the chart. The first category, "Dictionaries," includes also word lists and vocabularies. Even so, only forty such items were produced in these ten years, representing only 27 languages. While it is true that many dictionaries of native North American languages were written prior to 1965, almost all of these were written by anthropologists and linguists for their professional peers, and not for the use of the native people. Unfortunately, this is also true of many of the dictionaries in the current collection. There is a great scarcity of dictionaries directed to the native language speaking population, or toward children who are learning either the native language, English, or both.

The same qualifications can be made of the "Grammars," the second category on the chart. There are only 27 of these, representing 21 languages, and again they are almost entirely linguistically oriented. Linguistic investigation and reportage is an essential step toward bilingual education, but it still leaves unfilled the need for grammars usable in classroom native language education.

The category "Primary Materials" includes all beginning and intermediate native language materials with the exception of dictionaries and grammars. Included in this column are primers, alphabet books, story books and other materials developed for both school children and adults who are just learning to speak and/or read the native language. We were able to collect 482 primary materials. However, of the 108 languages on the chart, only 30 had even one such piece of writing developed for or by them. In addition, almost all of the materials in this category are designed with native language as their subject matter. There are very few materials which use the native language as the vehicle for education in other areas, such as mathematics.

In the category, "Adult Reading Materials," 108 materials have been collected in 22 languages. Included in this category are any native language or bilingual materials suitable for adult reading. They include linguistic transcription of native myths and legends and a large number of religious tracts, hymnals, and translations of all or part of the Bible. While the development of adult reading materials logically follows the development of primary materials, it is also a fact that unless there is a body of literature in a language, there is little incentive to become literate in that language. We see here a need for the development of native language adult reading--whether the works be original texts or translations of works already available in other languages.

The final category on the chart lists "Primary ESL Materials," developed especially for native North American tribes. In this area we have counted 61 items developed for ten groups of people--the lowest number of language groups yet represented in any category. One reason for this may be that the need for native language materials is perceived as greater, since primers in English exist, as well as ESL primers not directed toward any particular language or cultural group. However, as we have already indicated, there is a real need for ESL materials which are written either about or from the cultural context of the child who is the target audience. In addition to this problem of the subject matter of the materials, the problems arising from specific language differences must be dealt with in designing ESL materials. Since most "general" ESL materials have been developed for Spanish-speaking Americans, they reflect the language and culture of this large minority group, and are therefore not entirely suitable for Native American ESL programs. Nor are ESL programs developed for one group of Native Americans transferrable without change or introductory material for use with a second group of Native Americans. The young Cree facing the dual challenge of learning to read and learning English will be only slightly less confused by an ESL reader written about the Chicano culture than he would be by a reader about Dick and Jane. While he may recognize the children in a Navajo ESL text as Indians, he will be little more at home with the Navajo environment--cultural and ecological, than he would be with the way of life and physical surroundings of suburban white middle-class Americans.

This is not to say that the materials developed as ESL texts for any one group, Indian or non-Indian, have no use with any other group. It is merely to say that they must not be used without reference to the differences between the new and old target groups. With these differences in mind, materials may be amended in language and/or cultural content, or prefatory material may be supplied to acquaint the new reader with the unfamiliar concepts and words which he will encounter in the unamended text.

Having looked down the chart at the entries for each column, let us look again across the columns to see how well represented the various peoples listed here are. Of the one hundred and eight groups listed here, only five cultures have entries in each of the five columns on the chart. These five are the Navajo, the Cree, the Choctaw-Chickasaw, and Pima-Papago, and the Innuit. Of these five only the Navajo have a well balanced representation in all five columns. The Cree, Choctaw-Chickasaw and Pima-Papago have very few materials represented here, and the Cree materials are particularly heavily centered in the primary native language materials column. The Innuit have a large number of materials, but again they are disproportionately weighted toward primary native language materials--99 out of 124 items fall into this column.

If we look to see how many groups are well represented in primary native language materials (having 10 or more items in this column), we find only ten such groups--the Navajo, Cree, and Innuit whom we have already mentioned, plus two Northern Athabaskan groups--the Kutchin and the Tanana-Koyukon, the Tlingit, Cherokee, Seminole, Siberian Yupik, and the Yupik.

The only languages for which ten or more adult native language materials have been collected are the Navajo and the Innuit. The only language for which more than ten ESL materials have been developed is the Navajo. If we then lower our sights and ask how many peoples not yet mentioned have had more than five items represented in at least three columns, we find three--the Ojibwa-Salteaux, the Sioux, and the Mohawk, and a fourth if we combine the two Apache groups, the Western Apache and the Jicarilla Apache.

This gives us a total of only fourteen native languages of America north of Mexico for which more than five language arts materials have been collected here. That is to say there are only fourteen native languages out of the extant one hundred and eight, for which we have been able to locate any significant "publications" in the area of bilingual, native language, and ESL education.

As we have seen, then, despite the excellent work done in bilingual education in these ten years, the field is still in its developmental stage with large gaps remaining to be filled. The major need is, of course, for wider coverage--bilingual education has yet to touch many groups of native peoples. Within this development of wider linguistic coverage, we need a broader range of materials. Specifically lacking are the following: (1) native language dictionaries and grammars suitable for the use of elementary and secondary teachers and/or their students; such works would facilitate the development of many other language arts materials as well as being useful in the classroom in and of themselves. (2) Instructional materials at all levels and in all subjects in the native language. A curriculum which incorporates a class in the native language is no more bilingual than the average American high school which has a French teacher. Only if both languages are used as the medium of instruction is the curriculum truly bilingual. (3) Materials, both ESL and native language, which are aimed at newly literate adults and at children. Such works should include translations of useful works available in other languages and new "creative" works by native people written either in their language or in English. They should reflect the present status of the audience to which they are addressed as well as their traditional lifestyle. They should provide entertainment as well as enlightenment.

It may seem idealistic to ask for this type of expansion of materials development. However, we maintain that without it true bilingual education cannot succeed. The powers of governmental and private funding establishments and the people who depend upon them for support in this endeavor must decide whether they regard bilingual education as (a) an experiment to which they are not fully committed; (b) a means of easing non-English speaking people into becoming fluent and literate in English, in order eventually to wean them entirely from the native language; or (c) a vital program aimed at literacy and fluency in both the native language and English. If the answer is (a) or (b), the materials collected here are merely interesting curios, of temporary value only. If the answer is (c), these materials can only be the beginning of a flood of varied materials which must and will be produced in the coming years.

REFERENCES

ADAMS, EVELYN C.

1946 American Indian Education, New York, Arno Press.

BAUER, EVELYN

1971 A history of bilingual education in BIA schools. in Robert Rebert, *et al*. Bilingual Education for American Indians. Bureau of Indian Affairs, Curriculum Bulletin 3. Washington, D.C., Government Printing Office.

BERRY, BREWTON

1968 The education of the American Indians; a survey of the literature. U.S. Department of Health, Education, Welfare, Office of Education, Bureau of Research. Washington, D.C., Government Printing Office.

1972 The histories of American Indian education. in Jeanette Henry, ed., The American Indian reader: education. San Francisco, Indian Heritage Press, p. 29-37.

BRIGHT, WILLIAM O.

1974 North American Indian languages. New Encyclopedia Brittanica. Chicago, Encyclopedia Brittanica, Inc., vol. 13, p. 208-213.

COHEN, FELIX S.

1942 Handbook of federal Indian law. Washington, D.C., Government Printing Office.

COLLIER, JOHN

1934 Our Indian policy has definite aims. Letter to the editor, Editorial section, New York Times, June 10, 1934, p. 5.

1963 From every zenith. Denver, Sage Books.

CONVERSE, FRANCIS

1836 Life of John Eliot, the apostle to the Indians. Library of American Biography, Series 1, vol. 5. Boston: Hilliard, Gray and Co.

COOK, MARY JANE and MARGERT AMY SHARP

1966 Problems of Navajo speakers in learning English. Language Learning, vol. 16, no. 1 & 2, p. 21-30.

DAWES, HENRY L.

1899 Have we failed the Indians? Atlantic Monthly, August, Vol. 84, p. 280-285.

DOZIER, EDWARD P.

1972 The teacher and the Indian student. in Jeanette Henry, ed. The American Indian reader: education. San Francisco, Indian Heritage Press, p. 21-26.

EVVARD, EVELYN and GEORGE C. MITCHELL

1972 Sally, Dick and Jane at Lukachukai. Journal of American Indian Education, Vol. 5, no. 3, p. 2-6.

GRAHAM, PATRIC E. and JUDSON H. TAYLOR

1969 Reservations and Tribal customs, history and languages; a survey of students' opinions. Journal of American Indian Education, Vol. 8, no. 3, p. 19-26.

HAGAN, WILLIAM T.

1971 American Indians. Chicago, University of Chicago Press.

HAVIGHURST, ROBERT J.

1970 The education of Indian children and youth: summary report and recommendations, U.S. Office of Education. Washington, D.C., Government Printing Office.

KLUCKHOHN, CLYDE

1963 Mirror for man. New York, Fawcett.

KRAUSS, MICHAEL

1973 Eskimo-Aleut. Current Trends in Linguistics, Vol. 10, p. 796-902.

LANDAR, HERBERT

1973 The tribes and languages of North America: a checklist. Current Trends in Linguistics, Vol. 10, p. 1253-1441.

LEIBOWITZ, ARNOLD H.

1971 A history of language policy in American Indian schools. in Robert Rebert et al., Bilingual Education for American Indians. Washington, D.C., Bureau of Indian Affairs, Curriculum Bulletin 3, p. 1-6.

LYDEKKER, JOHN WOLFE

1938 The faithful Mohawks. Cambridge, Cambridge University Press.

MACLEAN, HOPE

1973 A review of Indian education in North America. rev. ed. Toronto: Ontario Teachers' Federation.

MORISON, SAMUEL ELIOT

1936 Three centuries of Harvard 1636-1936. Cambridge, Mass., Harvard University Press.

MURDOCK, GEORGE PETER and TIMOTHY J. O'LEARY

1975 Ethnographic Bibliography of North America. New Haven, Human Relations Area Files Press. 5 vols.

OHANESSIAN, SIRARPI, et al.

1969 Conference on Navajo orthography. Arlington, Va., Center for Applied Linguistics.

RICHARDSON, LEON B.

1932 History of Dartmouth College. Hanover: Dartmouth College Press.

SALISBURY, LEE H.

1967 Teaching English to Alaska natives. Journal of American Indian Education. Vol. 6, No. 2, p. 1-13.

SCHMECKEBIER, LAURENCE F.

1927 The office of Indian Affairs; its history, activities, and organization. Baltimore, John Hopkins Press.

U.S. CONGRESS. HOUSE.

1934 Congressional Record, 73rd Congress, Second Session, Vol. 78, Part 2.

U.S. CONGRESS. HOUSE. COMMITTEE ON INDIAN AFFAIRS.

1934 Hearings on House Resolution 7902, 73rd Congress, 2nd Session.

U.S. CONGRESS. SENATE

1969 Indian education: a national tragedy - a national challenge. Report of the Special Subcommittee on Indian Education.

U.S. DEPARTMENT OF THE INTERIOR

1886 Annual report of the Indian Commissioner to the Secretary of the Interior, 1885.

U.S. GOVERNMENT

1823 Journals of the American Congress: 177 -1788. Washington, Way and Gideon.

1905-1906 Journals of the Continental Congress: 1774-1789.

WALKER, WILLARD

1969 Notes on native writing systems and the design of native literacy programs. Anthropological Linguistics, Vol. 11, no. 5, p. 148-166.

WASHBURN, WILCOMB E.

1971 Red man's land/white man's law. New York: Scribner's Sons.

1973 The American Indian and the United States. New York, Random House.

WEAVER, YVONNE J.

1967 A Closer Look at TESL on the Reservation. Journal of American Indian Education. Vol. 6, no. 2, p. 26-30.

WILLIAM AND MARY COLLEGE

1970 The history of the College of William and Mary. Baltimore. John Murphy and Co.

ZINTZ, MILES V.

1971 What classroom teachers should know about bilingual education. in Robert Reder et al., Bilingual Education for American Indians. Washington, D.C., Bureau of Indian Affairs, Curriculum Bulletin 3, p. 39-58.

V. HOW TO USE THE BIBLIOGRAPHY

Limitations of the material included.

This bibliography includes all works available to us which have been or might be used in native language education, bilingual education, or English as a Second Language education for native North Americans. It includes linguistic publications only when their subject matter is broad enough to be of interest to the non-linguist, i.e., grammars and dictionaries, and when the texts were comprehensible to the reader without formal education in linguistics. English as a Second Language materials which were not specifically developed for native North Americans have not been included, because many lists of such materials are available, and it was felt that our limited resources might be better spent if we limited our search to native North American materials. A further limitation of the material is that only English language materials whose main purpose was language instruction were included--other subject areas, such as math, social studies, and science were excluded when these subjects were presented in English, even though the materials were developed for native North Americans.

All available materials written wholly or partially in Indian or Eskimo languages were included, whether they were developed as educational materials or not. The broader scope here is justified by the fact that there are so few such materials and that they have seldom been gathered together. These materials include religious publications, linguistic transcriptions of traditional texts and reprints of early reports of native languages.

All materials included were produced or reproduced in the ten year period between 1965 and 1974. This period was chosen because it includes the major increase in production of these materials which followed (in the United States) the passage of the Bilingual Education Act.

In addition to materials developed for or useful in language learning, instructions for producing such materials and bibliographies of such materials were included in the body of the bibliography. Critiques, evaluations, and descriptions of these materials were not sought. However, when particularly interesting examples of such publications were discovered, they were included in the first Appendix.

The second Appendix presents the language arts curriculum of one English as a Second Language program--that of CITE, Inc., formerly headquartered in Los Angeles. While there have been several such programs in this country and Canada, the CITE materials were chosen for full representation here because (a) although they are not culture-specific (the few culture-specific CITE products have been included under NAVAJO in the main body of the bibliography), they were developed for the Navajo people, with the particular English language problems and the cultural context of that group in mind, and (b) the CITE materials were readily available to us.

Only "printed word" materials were included in the bibliography. This includes "fugitive materials"--manuscripts, mimeographed materials, etc., but does not include films, cassettes, or records. When such non-book materials are available in conjunction with an item in our list we have mentioned this in the annotation of that item.

Organization of the entries

In the first and largest section of the bibliography the entries are presented under the native language group for which they were developed. These languages are presented alphabetically. Within each native language there is a further subdivision into (a) bilingual materials--not necessarily equally divided between the native language and English, but materials which contain some amount of both languages. This includes materials mainly in English with only a few words or sections in the native language, as well as materials mainly in the native language with instructions and notes in

English sufficient to allow the non-native language speaker to use them; (b) materials monolingual in the native language; (c) materials monolingual in English; and (d) materials of which the language composition is not known, because neither the materials nor an adequate description of them was available. The sequence of subdivisions within a language is shown below:

CHEROKEE
  CHEROKEE - BILINGUAL
  CHEROKEE - MONOLINGUAL, CHEROKEE
  CHEROKEE - MONOLINGUAL, ENGLISH
  CHEROKEE - NOT KNOWN

Within each of these subdivisions, entries are arranged alphabetically by author (where known), responsible corporate body, or title.

Where there was some disagreement in the materials over the name or spelling of a native language, we have used Herbert Landar's "The Tribes and Languages of North America: a Checklist," (1973) as the final authority. It might be noted here that SIBERIAN YUPIK as used in this bibliography does not refer to YUPIK speakers who reside in Soviet Siberia, but to a small group of Yupik speakers who migrated from Siberia to St. Lawrence Island, Alaska, and who speak a type of Yupik significantly different from the speech of the Yupik of mainland Alaska.

Interfiled with the specific language entries are sections covering materials developed for an area which includes more than one language group. These sections are ESKIMOS, INDIANS OF CALIFORNIA, INDIANS OF THE SUBARCTIC, and INDIANS OF THE SOUTHWEST. Following the specific language section of the bibliography are three sections containing materials not addressed to specific native language groups or areas. These sections are GENERAL BILINGUAL, GENERAL ENGLISH AS A SECOND LANGUAGE, and GENERAL LANGUAGE. Following these three sections are the two appendices mentioned previously. Again, within each of these sections, the entries are arranged alphabetically by author.

Individual entries and annotation.

The notation for each entry includes as much bibliographic information as was available from the work itself and from research. In many cases this information is less complete than we could wish, due either to the nature of the work or it unavailability to us. When works were unavailable, either because they were no longer in print, or because we did not have the funds with which to purchase them, the notation "Not Available" follows the citation. When a secondary source provided information for annotation of an unavailable work, that source is cited within the parentheses, following "Not Available," e.g., ("Not Available" - Idaho BAI, p. 231). For the sake of brevity, these secondary sources have been presented in abbreviated form. The full citation for these abbreviations follows:

1. CAIL Newsletter = Fidelholtz, ed. Conference of American Indian Languages Clearinghouse Newsletter. Center for Applied Linguistics, Arlington, Virginia.
2. Correll NBSI #1 = Correll, et al. Navaho Bibliography with Subject Index, Supplement No. 1. Navajo Tribe, Window Rock, Arizona, 1973.
3. Idaho BAI = Idaho State Department of Education. Books about Indians, Boise, Idaho, 1971.
4. Kari NLB = Kari, James. Navajo Language Bibliography, University of New Mexico, Albuquerque, New Mexico, 1973.
5. Krauss CTL = Krauss, Michael. "Eskimo-Aleut," in Current Trends in Linguistics, Vol. 10, 1973, Mouton, The Hague, p. 1285-1366.
6. Martin Survey = Martin, Jeannette. A survey of the current study and teaching of North American Indian languages in the United States and Canada. Center for Applied Linguistics, Arlington, Virginia, 1975.

7. Nafziger = Nafziger, Alyce J. American Indian Education, A Select bibliography, Supplement No. 1. New Mexico State University, University Park, New Mexico, 1970.

8. Spolsky ABNRM = Spolsky, et al. Analytical bibliography of Navajo reading materials, University of New Mexico, Albuquerque, 1970.

9. Whiteside = Whiteside, Don. Aboriginal People, National Indian Brotherhood, Ottawa, Ontario, 1973.

There are two additional notes which sometimes appear at the end of a citation. The first cites Dissertation Abstracts, and gives the number assigned to the work in that publication. This citation was used only when the work being abstracted was not available to this project. The second cites ERIC (Education Resources Information Center) and was used only when the work in question was available to us only through the ERIC files; many other cited works are undoubtedly available through ERIC, but time did not permit a cross check to ascertain what ERIC numbers had been assigned to them. If there is no cited secondary source, but a work listed as "Not Available" is annotated, the information for this annotation was obtained from the person or organization cited as responsible for the work.

Effort was made to include in the citations the full address of the projects or organizations which produced the materials. It is hoped that this will be helpful to the reader who wishes to obtain the material cited or contact the issuing agency.

The annotation is divided into two parts--the prose description of the work, directly below the notation, and the abbreviated marking code in the "Content" and "Level" columns in the right margin. It is hoped that this dual approach will satisfy the needs of both those who wish to skim rapidly through the bibliography for works of particular interest to them, and those who wish to have some information about particular works.

Abbreviations used in the "Content" column are:

voc - vocabulary, where a conscious effort to teach words and meanings is made

phon - phonology, where sound systems are discussed

pron - pronunciation, where emphasis is placed on oral use of language

gram - where there is a conscious teaching of language structure

desc - description and/or history of a language

lit - literature, including legends, traditional stories, and stories written for pedagogical purposes (literature is not used here as an achievement term)

script - where an alphabet or syllabary other than the Roman is used and explained

bibl - bibliography

test - tests of language learning

theor - theory of language learning or teaching

meth - methodology of language teaching

Abbreviations used in the "Level" column are:

prim - primary level instruction, whether for children or adults

int - intermediate level of difficulty in reading

adv - advanced level in difficulty in reading

col - materials for users beyond secondary level of education

self - self-teaching materials

SOURCES OF THE MATERIAL

In addition to searching the holdings of the University Research Library at UCLA, and those of the American Indian Studies Center Library on the same campus, we made extensive efforts to contact workers in the field of native language and bilingual education in the United States and Canada. Letters of inquiry were sent to all of the following individuals and groups.

The following people contributed materials and information to the current bibliography, and we wish to express our gratitude.

Alaska State Operated School System
Stanley Friese - Superintendent
650 International Airport Road
Anchorage, Alaska 99502

Amiotte, Lowell R., Director
Center of Indian Studies
Black Hills State College
Spearfish, South Dakota 57783

Barnes, Barbara, Project Director
Title IV Program
Salmon River Central School
Fort Covington, New York

Baumgartner, David C., Director
Barrow Day School
Box 169
Barrow, Alaska 99723

Bogart, Linda M.
Migrant Heritage Studies Project
Geneseo Migrant Center
State University College
Geneseo, New York

Cassell, Virginia C.
Program Officer, Office of
   Bilingual Education
Department of Health, Education
   & Welfare
Office of Education
Washington, D.C. 20202

Center for In-Service Education
Post Office Box 754
Loveland, Colorado 80537

Cherokee Bilingual Education Center
Post Office Box 769
Tahlequah, Oklahoma 74464

Cornelius, Neil
Oneida Band Office
R.R. 2
Southwold, Ontario

Dorris, Michael
Department of Anthropology
Dartmouth College
Hanover, New Hampshire 13755

Elgin, Dr. Suzette
California State University
5402 College Avenue
San Diego, California 92115

Emarthle, Mary, Project Secretary
Seminole Bilingual Project
Hokkoten Punayetv
East Central University
Ada, Oklahoma 74820

Fadden, Ray
Onchiota, New York 12968

Fidelholtz, James L., Editor
CAIL Clearinghouse Newsletter
Center for Applied Linguistics
1161 N. Kent Street
Arlington, Virginia 22209

Hill, Faith
Wycliffe
5909 Burbach/
Holzhausen, Germany

Holisky, D.A.
University of Chicago
Department of Linguistics
5828 S. University Avenue
Chicago, Illinois

Holzmueller, Diana
Assistant Education Program Director
University of Alaska
College, Alaska 99702

Jacobsen, William H., Jr.
Department of English
University of Nevada
Reno, Nevada

Kendall, Bonnie
Vassar College
Poughkeepsie, New York

Kindred, Jim
Bilingual Specialist
Blanding Indian Education Center
Post Office Box 425
Blanding, Utah 84511

Kowalczyk, Emil
Bureau of Indian Affairs
Post Office Box 3-8000
Juneau, Alska 99801

Laughlin, Dr. Robert M.
Center for the Study of Man
Department of Ethnology
Smithsonian Institution
Washington, D.C.

Leap, Dr. William
Director, American Indian Projects
1611 North Kent Street
Arlington, Virginia 22209

Leavitt, Robert M.
Maine Indian Education
Motakmiqeui Skalhawossol
Indian Township, Maine 04668

Levi, Peter Jr., Coordinator
Big Cove Band Council
Big Cove Reserve
R.R. 1
Rexton, New Brunswick

MacCarty, Colin
Assistant Director Special Services
Bilingual Education
Alaska Unorganized Borough School
District

McGary, Jane
Alaska Native Language Center
University of Alaska
Fairbanks, Alaska 99701

Mailer, William
Cultural Heritage Program
Bethel Regional High School
Bethel, Alaska 99559

Manitou Community College
R.C. Gagne
Post Office Box 30
Ecowi, Labelle, Quebec JOT 1C0

Maring, Joel
Department of Anthropology
Southern Illinois University
Carbondale, Illinois 62901

Martin, Jeanette
2521 W. Third Avenue
Durango, Colorado 81301

Martin, Larry
State of Minnesota
Department of Education
Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101

Miller, Wick R.
Linguistics Department
University of Utah
Salt Lake City, Utah 84112

Mitchell, Mary L.
Native Language Office
Lakehead District Office DIAND
200 S. Syndicate Avenue
Thunder Bay, Ontario

Morrison, James D., Consultant
Choctaw Bilingual Education Program
Southeastern State College
Durant, Oklahoma 74701

Mueller, Richard
Box 329
Fort Yukon, Alaska 99740

Munro, Pamela
Department of Linguistics
University of California
La Jolla, California 92037

Navajo Christian Reading
Route 1, Box 2F
Cortez, Colorado 81321

Newell, Wayne A., Project Director
Wabnaki Bilingual Education Project
River Road, Box 291
Calais, Maine 04619

Nome Agency
Box 1108
Nome, Alaska 99762

Northern Indian California Education Project
526 A. Street
Eureka, California 95501

Old Coyote, Elnora
Box 415
Crow Agency, Montana 59034

Perrin, Kathleen, Director
Alaska Bilingual Education Center
4510 Airport Road
Anchorage, Alaska 99502

Powell, J.V.
Department of Anthropology
University of British Columbia
Vancouver, British Columbia

Printup, Marjorie
5086 Walmore Road
Sanborn, New York 14132

Pulu, Tupou
Alaska State Operated School System
650 International Airport Road
Anchorage, Alaska 99502

Rankin, Robert L.
Department of Linguistics
University of Kansas
Lawrence, Kansas 66045

Spolsky, Bernard
Department of Linguistics
1805 Roma, N.E.
Albuquerque, New Mexico 87131

Streiff, Paul
3304 Roma, N.E.
Albuquerque, New Mexico 87106

Warren, David
U.S. Department of the Interior
Bureau of Indian Affairs
Institute of American Indian Arts
Cerillos Road
Santa Fe, New Mexico 87501

Wells, Dr. Robert N.
St. Lawrence University
Canton, New York 13617

Werner, Dr. Oswald
Northwestern University
Department of Anthropology
Evanston, Illinois

Williams, Marianne Mithun
Department of Linguistics
SUNY Albany
1400 Washington Avenue
Albany, New York 12222

The following were either unable to respond or were not in a position to offer material relevant to our search.

Abeel, David
St. Lawrence University
Canton, New York 13617

Abeyta, Joe
Education Specialist
Box 580
Santa Fe, New Mexico 87532

Abrams, George, H.J.
Western Washington State College
College of Ethnic Studies
Bellingham, Washington 98225

Afcan, Paschal L.
Eskimo Language Specialist
University of Alaska
Box 95207 CNER

Afcan, Pat, Director
Yupik Language Center
St. Mary's Mission High School
St. Mary's, Alaska

Ahrvey, Gina P.
Department of English
University of Arizona
Box 3062
Flagstaff, Arizona 86001

Alford, Dan K.
Assistant Director/Linguist
Box 175
Ashland, Montana 59003

Anallo, Tim, Director
Native American Language Insittute
Cerilos Road
Santa Fe, New Mexico 87501

Antell, Dr. Will
Capitol Square Building
550 Cedar
St. Paul, Minnesota 55101

Apache Culture Center
c/o Edgar Perry
Post Office Box 507
Fort Apache, Arizona 85926

Archibeque, Sophie
Elementary Teacher
San Felipe Day School
Algodones, New Mexico 87001

Askan, Marie
Santa Clara
Espanola, New Mexico 87532

Atanasoff, Dave
Lake Valley School, Principal
Post Office Box 238
Crownpoint, New Mexico 87313

Auleta, Elizabeth
State University College at Oswego
Oswego, New York 13126

Bacon, Herbert, Program Consultant
411 E. 13th Street
Claremore, Oklahoma 74017
(918) 341-5625

Baker, Lynn D.
Rocky Boy Reservation
Box Elder, Montana 59521

Barss, Arliss J.
Cooperative College Center
State University at Buffalo
465 Washington Street
Buffalo, New York 14203

Baskin, Wade, ESL Consultant
Southeastern State College
Durant, Oklahoma 74701

Bekis, Mac, Bilingual Staff
Post Office Box 1420
Cortez, Colorado 81321

Benedict, Ernest
R.D. 3
Cornwall Island
Ontario, Canada

Benton, S. William
Education Administrator
Box 347
Bethel, Alaska 99559
(907) 543-2745

Bilingual Education Program
University of South Dakota
School of Education
Vermillion, South Dakota 57069

Bitsie, Oscar, Project Director
Best of Both Cultures for Navajo/Zuni Children
Gallup McKinley County Schools
Post Office Box 1318
Gallup, New Mexico 87301

Blackthunder, Elijah
Northern State College
Sisseton, South Dakota

Blackman, Charlie
Blue Quills Native Education Council
Box 279
St. Paul, Alberta, Canada
(403) 645-4455

Bradley, Helen
Advisory School Board Member
Post Office Box 67
San Fidel, New Mexico 87049
(505) 287-3292

Brigham Young University
Department of Linguistics
Provo, Utah

Bryde, Father John F.
Holy Rosary Mission
Pine Ridge, South Dakota

Bunney, Curtis & Estelle
SIL-Literacy
Post Office Box 51
San Carlos, Arizona 85550

Burnaby, Barbara
Cree Language Consultant
9219-96 Street
Edmonton, Alberta, Canada

Chavez, Everett F.
Language Developer
Box 1295
Santo Domingo, New Mexico 87052

Field Coordinator
Cheyenne River Sioux Tribe
Eagle Butte, South Dakota 57625
(605) 964-8686

Chico, Theresa V.
Post Office Box 67
San Fidel, New Mexico 87049

Chino, Gyrus
Community Coordinator
Box 97
San Fidel, New Mexico 87049

Cochiti Elementary School
Pena Blanca, New Mexico 87041
(505) 465-2260

Cohen, Stanley
State Agricultural College
Canton, New York 13617

Coit, Shirley C., Librarian
University of Texas, Box 13
El Paso, Texas 79968
(915) 747-5337

Coleman, Caroline
Post Office Box 843
San Juan Pueblo, New Mexico
(515) 455-2366

Coley, Raymond
State University College
Brockport, New York 14420

Cook, John
Hogansburg, New York 13655

Coolidge, Joseph
Kuskokwim Community College
Box 581
Bethel, Alaska
(907) 543-2047

Cowen, Agnes, Project Director
Cherokee Bilingual Education Program
Post Office Box 769
Tahlequah, Oklahoma 74464
(918) 456-6177

Crawler, Shirley
Curriculum Development
Morly, Alberta, Canada
881-3986

Creighton, Mary
66B Fremont Street
Somerville, Massachusetts 02145

Crow Bilingual Education Project
Crow Agency Public School
Crow Agency, Montana 59022
(505) 638-2209

Davis, Wallace, Project Director
Sanostee Boarding School
Shiprock, New Mexico 87420
(505) 723-2401

Donne, John
Department of Anthrpology
Oregon State University
Corvallis, Oregon

Duran, Elizabeth C.
Niagara University
Niagara, New York 14109

Education Division
Indian Affairs Branch
Indian Affairs & Northern Development
1849 Yonge Street
Toronto 7, Ontario, Canada

Efrat, Barbara
Provincial Museum
Victoria, British Columbia

Einhorn, Arthur
Box 286
Lowville, New York 13367

Ekstrom, Jonathan & Margaret
512 Cottonwood
Winslow, Arizona 86047
(602) 289-4964

Head, Curriculum Services
Elementary and Secondary E. Division
Education Branch
400 N. Laurier Avenue, W.
Ottawa, Ontario, Canada L1A 044

Ellis, C. Douglas, Chairman
Department of Linguistics
McGill University
Post Office Box 6070
Montreal 101, Quebec, Canada

Internship in Ethnic Studies Library
Office of the Director
Fisk University Library
Nashville, Tennessee 37203

Bosdick, Donald J.
BIA Education Code 520
1951 Constitution Avenue, N.W.
Washington, D.C. 20242

Fox, Sandra J.
Education Specialist
Aberdeen Area Office, BIA
Aberdeen, South Dakota 57401

Francis, Gordon
Big Cove, Kent County
New Brunswick

Frasier, Dr. Vance C.
College of Education
University of Arizona
Tucson, Arizona 85721

Frenier, Pasqualita
VISTA Language Program
Santa Clara, New Mexico

Fuchs, Dr. Estelle
College of Education
Hunter College
695 Park Avenue
New York, New York 10021

Garrett, James B.
Cornell University
Ithaca, New York 14850

Gentry, Robert
Education Department
University of Oklahoma
Norman, Oklahoma

Gillie, Bernard, Director
Intercultural Curriculum Development
Project
University of Victoria
Post Office Box 1700
Victoria, British Columbia V8W 2Y2

Goldbas, Mervyn
State University College
Fredonia, New York 14063

Golnick, Bill
Oneida Language Project
Sacred Heart Seminary
Oneida, Wisconsin

Graves, Byron L.
Bemidji State College
Bemidji, Minnesota 56601

Gullo Anthony S.
Niagara County Community College
Niagara Falls, New York 14303

Guyer, Dan, Superintendent
Rice Public School No. 20
San Carlos, Arizona 85550

Hagan, Dr. William T.
State University College
Fredonia, New York 14603

Hammond, Patricia
Foreign Languages
310 Will Rogers Building
Oklahoma City, Oklahoma 73105

Hamp, Eric P.
University of Chicago
5828 So. University
Chicago, Illinois 60637

Havill, Thomas L.
Keene State College
Keene, New Hampshire 03431

Headley, Ida D.
University State College
Cortland, New York 13045

Herrick, Earl M., Professor
English Department
Texas A & I University
Kingsville, Texas 78363

Hertzberg, Dr. Hazel W.
Columbia University
Teachers College
New York, New York 10027

Hertzman, Michele
Cazenovia College
Cazenovia, New York 13035

Hesbon, Jan
Migrant Center
State University College
Geneseo, New York 14454

Hess, Thom
Department of Indian Studies
University of Washington
Seattle, Washington

Hill, Jerry M.
College of Education
University of Arizona
Tucson, Arizona 85721

Hinton, Leanne
Social Science Department
University of Dallas
Livingston, Texas

Holthaus, Gary H.
Executive Director
3111 C. Street
Anchorage, Alaska

Hull, Walt
Department of Linguistics
University of Kansas
Lawrence, Kansas 66045

Hunter, Emily
Cree Language Teacher
Goodfish Lake
Alberta, Canada

Institute for Cultural Pluralism
College of Education, Room 117
University of New Mexico
Albuquerque, New Mexico 87106

Instructional Service Center
Professional Library
Post Office Box 66
Brigham City, Utah 84302

Jacob, Randy, Assistant Director
742 Vet Village
Durant, Oklahoma 74701

Jacobs, Roderick, Dr.
Department of Linguistics
University of Hawaii
Honolulu, Hawaii

Jacobsen, Wm. H., Jr.
Department of English
University of Nevada
Reno, Nevada 89507

Jahner, Elaine
American Language Coordinator
Apple Creek Road
Bismarck, North Dakota 58501

Jemison, Allan
Gowanda, New York 14070

Johnson, Mary Ann
Route 9, Box 6
Albuquerque, New Mexico 87105

Kaneshiro, Vera
Language Specialist
4182-26th Street
Fort Wainwright, Alaska 99703

Kari, James
Alaska Native Language Center
University of Alaska
Fairbanks, Alaska 99701

Kenney, John
St. Lawrence University
Canton, New York 13617

King, Dr. Paul
State Agricultural & Technical
College
Alfred, New York 14805

King, Richard
Studies of Intercultural Education
University of Victoria
Post Office Box 1700
Victoria, British Columbia V8W 2Y2

Kito, John R.
Director, Bilingual Education
650 International Airport Road
Anchorage, Alaska 99701

Kuipers, Art H.
University of Leiden
Netherlands

Krzemien, Gerald D.
Erie Community College
Main & Youngs Road
Buffalo, New York

Lanquist, Norman
Institute ESL & Indian American
Culture
Eastern Arizona University
Thatcher, Arizona 85552

Larouche, Mrs. K., Librarian
Clayton Brown Public School
Box 7000
Hearst, Ontario, Canada

Lazore, Chief Lawrence
Box 368
Hogansburg, New York 13655

Lee, George P.
Executive Vice President & Director
The College of Ganado
Ganado, Arizona 86505

Leighton, Dr. E. Roby
Director, Bilingual-Bicultural
Project
Rough Rock Demonstration School
Chinle, Arizona 86503

Lewis, Mr. Mekko
Department of Linguistics
University of Kansas
Lawrence, Kansas 66045

Lewis, Robert E.
Governor of Zuni
Post Office Box 338
Zuni, New Mexico 87327

Little, Camillie M.
Project Director
Box 407
Lame Deer, Montana 59043

Loneman Day School
Oglala, South Dakota 57764

Lowe, Bertha
Coordinator, Inupiat Bilingual
650 International Airport Road
Anchorage, Alaska 99502

Lujan, Lena M.
Staff/Native American Studies
1812 Las Lomas, N.E.
Albuquerque, New Mexico 87106

MacKenzie School District
Yellowknife, Northwest Territory
Canada

MacLean, Edna
Language Specialist
Post Office Box 90612
Fairbanks, Alaska 99701

MacLean, Joanne L.
Salmon River Central School District
Fort Covington, New York 12937

MacLeod, Ida
1625 Bader Crescent
Saskatoon, Saskatchewan
Canada

Makois, Alice
Social Counselor
Saddle Lake Reservation
Box 1515
St. Paul, Alberta, Canada

Mansfield, F.R.
School Principal
Isleta, New Mexico 87104

Manuelito, Kathryn
Language Arts Coordinator
Box 186
Ramah, New Mexico 87321

Martin, Pierce, Project Director
Choctaw Bilingual Education Program
Broken Box Public Schools
Box 207
Broken Bow, Oklahoma 74728

Martinez, Esther
Box 715
San Juan, New Mexico 87566

Massey, Gill D.
Assistant Director
Post Office Box 139
420 No. 4th Street
Bismarck, North Dakota 58501

Maus, Cyrin T.
Title VII Project Director
Post Office Box 44021 Tamiami Station
Miami, Florida 33144

Mendez, Arturo
Project Director
Grants Bilingual-Bicultural Education Program
Post Office Box 8
Grants, New Mexico

Micmac Association of Cultural Studies
Box 961
Sydney, Nova Scotia

Miller, Wick
Department of Anthropology
University of Utah
Salt Lake City, Utah

Milliea, Mrs. Mildred
Site 5, Box 2
Big Cove, Kent County
New Brunswick

Mills, Faynell
Tri-Director
Post Office Box 769
Tahlequah, Oklahoma 74464

Mississippi Band of Choctaw Indians
Bilingual Education Project
RFD 7, Box 21
Philadelphia, Mississippi 39350

Mitchell, Mike
Cornwall Island, Ontario, Canada

Mofsie, Louis
2335 Hudson Terrace
Fort Lee, New Jersey 07024

Montroy, George E.
Mater Dei College
Ogdensburg, New York 13669

Murie, Robert P.
Project Director
Chippewa-Cree Bilingual Education Project
School District #87
Rocky Boy Reservation
Box Elder, Montana 59521

Nicklas, Thurston Dale
Linguistics Consultant
916 Hilltop Drive
Lawrence, Kansas 66044

Nichols, John
Department of Linguistics
University of Wisconsin
Milwaukee, Wisconsin

North American Indian Club
Baptist Church
Grace and Dudley Street
Syracuse, New York 13200

Oberholser, Christian
Project Director
Acomita Day School
Post Office Box 96
San Fidel, New Mexico 87049

O'Donnell, Dr. Thomas F.
State University College
Brockport, New York 14420

Oklahoma City Council of Choctaws
Post Office Box 94924
Oklahoma City, Oklahoma 73109

Chief Oren Lyons
Onondaga Nation
Nedrow, New York 13120

Ortiz, Ramona
Box 96
Acomita Day School
San Fidel, New Mexico 87049

Pacini, Claudia
Acoma Bilingual Project
Acoma, New Mexico 87049
(505) 287-2860

Paisano, Gabriel
Associate Judge
Post Office Box 194
Laguna, New Mexico 87026

Patrick, Ike
Post Office Box 781
Pendleton, Oregon 97801

Perry, Edgar, Director
Box 507
Fort Apache, Arizona 85926

Phillips, Dale
Community Liaison
3100 Avenue
Yuma, Arizona

Phone, Wima
Cultural Education Program
Post Office Box 57
Dulce, New Mexico 87528

Pierce, Lyman
4515 Edinberg Drive
Woodbridge, Virginia 22191

Poage, Lonn
US BIA
Nome Agency Bilingual Resource Center
Nome, Alaska

Poitras, Charles
Harvard University
13 Appian Way
Cambridge, Massachusetts 02138

Pulu, Tupore L., Acting Director
Native Language Programs
State of Alaska
Alaska State Operated School System
650 International Airport Road
Anchorage, Alaska 99502

Quaempts, Peter S.
Director of Indian Studies
Post Office Box 100
Pendleton, Oregon 97801

Queal, Beverly K.
Education Specialist
4206 West Virginia Avenue, Apt. 5
Phoenix, Arizona 85009

Quinault Tribal Council
Taholah, Washington

Ramons, Elaine E.
Vice President
Post Office Box 479
Sitka, Alaska 99835

Reed, Irene
Material Development
Box 95207 CNER
Fairbanks, Alaska 99701

Richburg, Dr. James R.
Division of Social Sciences and
Special Education
Florida Junior College
Southside Campus
Jacksonville, Florida 82207

Rigsby, Bruce
Department of Anthropology
University of New Mexico
Albuquerque, New Mexico 87106

Risingsun, Ted
Project Director
Northern Cheyenne Bilingual
Education Program
Box 6
Lame Deer, Montana 59043

Rock Point School
Chinle, Arizona 86505

Rodriguez, Ray
Box 96
San Fidel, New Mexico 87049

Rourke, Anna
Librarian
Akwesasne Cultural Center Library
Rural Route
Hogansburg, New York

SEDL
800 Brazos
Austin, Texas 87801

St. Labre Indian School
Ashland, Montana 59003

Saluskin, Alex
Yakima Tribe
Toppenish, Washington

Salvador, Wilbert
Acomita Day School
Acomita, New Mexico

Sanchez, Josephine
Bilingual Aide
Box 96
Acomita Day School
San Fidel, New Mexico

Sanderson, Milford M.
Director of Federal Projects
Ganado Public Schools
Ganado, Arizona 86505

Sarracino, Lawrence J., Treasurer
Post Office Box 194
Laguna, New Mexico 87026

Sarracino, Millie
Bilingual Aide
Box 96
Acomita Day School
San Fidel, New Mexico 87049

Scannell, James J., Jr.
Boston College
Chestnut Hill, Massachusetts 02167

Scott, Freddie J.
Post Office Box 194
Laguna, New Mexico 87026

Schultz, Hal, Principal
Acomita Day School
Acomita, New Mexico

Searles, Fr. Thaddeus
Post Office Box 37
Philadelphia, Mississippi 39350

Segerstrom, Harold
State Education Department
Albany, New York 12200

Serna, Leonila
501 Indiana, S.E., Apt. C
Albuquerque, New Mexico 87108

Sioux City American Indian Center
313 Omaha Street
Sioux City, Iowa 51103

Skye, Jim
Woodland Indian Institute
Post Office Box 1506
Brantford, Ontario N3T 5V6

Smith, Ronald V.
Post Office Box 191
Laguna, New Mexico 87026

South Dakota University
Department of Education
Vermillion, South Dakota

Sullivan, Daniel
State University at Potsdam
Potsdam, New York 13676

Title I Project
Southern Pueblos Agency
1000 Indian School Road, N.W.
Albuquerque, New Mexico 87107

Southwestern Cooperative Educational
Laboratory, Inc.
117 Richmond Drive
Albuquerque, New Mexico

Speirs, Randall H. and Anna F.
SIL Linguist & Teacher
Route 2, Box 60
Espanola, New Mexico 87432

Stilwel, Lucille
Research Assistant
1404 San Mateo, S.E.
Albuquerque, New Mexico 87108

Stotss, Mary
Barrow School Board President
University of Alaska, Box 147
Barrow, Alaska 99723

Stringfield, James
Superintendent
Route 3
Seminole, Oklahoma 74868

Sundown, Corbett
299 Lone Road
Basom, New York 14013

Swentzell, Rina
Culture Diversity Specialist
New State Department of Education
Communicative Arts Unit
Santa Fe, New Mexico 87501

Symes, Dr. Martha
Western Washington State College
College of Ethnic Studies
Bellingham, Washington 98225

Taliman, Anacita
Santa Clara Box 99
Espanola, New Mexico 87432

Tarrant, Josephine
350 Joralemon Street
Belleville, New Jersey 07109

Taylor, Allan R.
Director
University of Colorado Lakhota
Project
Department of LInguistics
University of Colorado
Boulder, Colorado 80302

Tennant, Edward A.
Language Specialist
4900 Overland, N.E.
Albuquerque, New Mexico 87109

Thunder Bay Office
DIAND
200 S. Syndicate Avenue
Thunder Bay, F
Ontario, Canada

Tidzump, Malinda L.
Post Office Box 119
Fort Ashakie, Wyoming 82514

Tonemah, Stuart A.
Hinman Box 498
Dartmouth College
Hanover, New Hampshire 03755

Townsend, W. Cameron
Founder and Director
Summer Institute of LInguistics
Box 248
Waxhaw, North Carolina 28173

Toya, Patrick E.
JOM Liaison
Post Office Box 226
Jemez, New Mexico 87024

Twoyoungmen, John R.
Curriculum Development
Morely, Alt, Canada

Tyson, Jean
Education Specialist
Post Office Box 356
Sells, Arizona 85634

Vallo, Lois
Post Office Box 8
Grants, New Mexico 87020

Van Naerseen, Margaret
Bilingual Eduation Specialist
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Vicenti, Arnold
Box 552
Dulce, New Mexico 87528

Vineyard, William
Southwest Indian Polytechnic Institute
Altuqerque, New Mexico 87114

Waddell, Jack
Department of Anthropology
Purdue University
Lafayette, Indiana 47907

Wall, Gertrude
Box 447
Zuni, New Mexico

West, David
Post Office Box 44021
Tamiami Station
Miami, Florida 33144

Whetter, Mrs. K.
DIAND
55 St. Clair Avenue, E.
Toronto, Ontario, Canada

White, Lincoln C.
St. Lawrence University
Canton, New York 13617

White, Minerva
Hogansburg, New York 13655

Wilson, Allan
Department of Linguistics
University of New Mexico
Gallup Branch
Gallup, New Mexico

Wohlgemuth, Emil
ESL Coordinator
Bent-Mescalero School
Mescalero, New Mexico 88340

Yokayo School
Attn: Diane Abella, Guadalupe Lopez, Karen Mitchell, Pamela Mitchell
355 W. Clay Street
Ukiah, California 95482
(707) 462-7207

Yup'ik Eskimo Language Workshop
Koskokwim Community College
Bethel, Alaska

Zia Day School
San Ysidro, New Mexico 87053

Zuni, Mary Martha
Post Office Box 62
Isleta, New Mexico 87022

Zuni Elementary School
Zuni, New Mexico 87327

ACOMA - BILINGUAL

1. Maring, Joel. Acoma language and culture; a bilingual/bicultural manual. Partial manuscript received from author. ca. 1969.

	Content	Level
Intended for use by the Acomita Day School Bilingual/Bicultural program and for people of Acoma tribal community. Includes some cultural material, grammar, phonology, and morphology.	desc gram phon	self

2. Miller, Wick R. Acoma grammar and texts. University of California Publications in Linguistics, #45, Berkeley, California. 1965, 259 pp.

	Content	Level
Various aspects of grammar of Acoma, including phonology, morphophonemics, verb themes, noun themes, derivation, and syntax. Also Acoma and English translations of texts of myths - Acoma version precedes English version of each myth.	phon gram	col self

ACHUMAWI - BILINGUAL

3. Olmsted, D.L. Achumawi dictionary. University of California, Berkeley, California. 1966, 158 p.

	Content	Level
Achumawi-English, English-Achumawi dictionary, based on the research of Jaime de Angulo with this California tribe. Dictionary is designed for comparative linguistics.	voc bibl	col self

ALEUT - BILINGUAL

Kraus, Michael. Eskimo-Aleut. in Current Trends in Linguistics, 1973, Vol. 10, p. 1285-1366.

See under ESKIMO

Pilling, James C. Bibliography of the Eskimo language. AMS Press, New York, 1973, 116 p.

See Pilling under GENERAL LANGUAGE

ALEUT - MONOLINGUAL, ALEUT

4. Alaska State-Operated Schools System. Alqux̂ tutat? (What can you hear?) (Western dialect). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 34 pp.

	Content	Level
Series of answers to the title question, using sounds from the Alaskan environment, e.g., snowmobile, goose. Workbook section in back of book. Illustrated.	voc	prim
5. Atka Village. Angaginaagamagis tunumkaasaqangis (Told by older people). Atka Village, Alaska. 1973, 64 p.		
Several tales about life on Atka in the past.	lit	adv.
6. __________. Tunumkaazam itxalax̂tangis (Miscellaneous stories). Atka Village, Alaska. 1973, 23 p.		
Series of short stories, fictional and true, including a fable from Aesop. Illustrated.	lit	int
7. Bergsland, Knut. Niiĝuĝim aaznukaa/Atkan Aleut Primer. Atka Village, Alaska. 1973, 70 p.		
Primer concentrates on various letters, presenting groups of words which use that letter. Progresses to simple sentences. Illustrated.	voc	prim
8. __________. Niiĝĝim tunugan ilakuchangis (Elements of Atkan Aleut). Atka Village, Alaska. 1973, 31 p.		
Short vocabulary and basic grammar of Atkan Aleut, for speakers of Aleut.	voc gram	int
9. Dirks, Larry Sr. Nam-hadan itx̂ayginaax̂s (Reindeer hunt on the South Side). Atka Village, Alaska. 1973, 16 p.		
True story about a reindeer hunt. Illustrated.	lit	int
10. Dirks, Moses. Atx̂am kugan mataliin anĝaĝiilazas (Life on Atka). Atka Village, Alaska. 1973, 42 p.		
Discussion of life and activities on Atka - children's games, school, church, fishing, the arrival of big ships with supplies, etc. Illustrated.	lit	int
11. __________. Atx̂am qangis (Atkan fishes). Atka Village, Alaska. 1973, 38 p.		
Factual discussion of the various fish in the waters around Atka. Illustrated.	lit	int
12. Dirks, Moses. Samusis achixaasingis (Arithmetics). Atka Village, Alaska. 1973, 11 p.		
Numerals, short word problems and time telling. Illustrated.	lit	prim

	Content	Level
13. Dirks, Moses and Sally Snigaroff. Hilaakax̂t ii? (Can you read?). Atka Village, Alaska. 1973, 30 p. Discussion of objects, animals and activities of life on Atka. Illustrated.	lit	int
14. ________. Hilal aluĝil (Read and write). Atka Village, Alaska. 1973, 20 p. Workbook with space for students to write about various everyday objects pictured and described. Illustrated.	voc	int
15. Dirks, William Sr. Latuĝing (My grandfather). Atka Village, Alaska. 1973, 13 p. Story about author's grandfather. Illustrated.	lit	int
16. Golley, Nadesta. Atx̂am hitnisangis (Atkan plants). Atka Village, Alaska. 1973, 46 p. Factual discussion of various plants native to the area around Atka Village. Illustrated.	lit	int
17. ________. Hilaqulim adungizulax (Short readings). Atka Village, Alaska. 1973, 15 p. Six short texts, fictional and true, realistic and imaginary. Illustrated.	lit	int
18. ________. Hilada (Read). Atka Village, Alaska. 1973, 15 p. Primer. One word is concentrated on per page, then used in a few short sentences. Illustrated.	lit voc	prim
19. ________. Taangulam kiiĝuusii (The mountain of thirst). Atka Village, Alaska. 1973, 11 p. Story about a young boy who finds a pond. Illustrated.	lit	int
20. ________. Unangam hlakuchaa ivaanax̂ (The little Aleut boy John). Atka Village, Alaska. 1973, 15 p. Story about the daily life and chores of a young Aleut boy. Illustrated.	lit	int
21. Marsh, Bruce D. Translated by Moses Dirk. Atx̂ax̂ matal txin agunaa (The building of Atka Island). Atka Village, Alaska. 1973, 10 p. Geological discussion of the formation of the Aleutian Islands, Atka in particular. Illustrated.	lit	adv.

ALEUT - MONOLINGUAL, ALEUT cont'd

Content Level

22. Snigaroff, S. Hamaa hlax̂ aasal isugix̂ (The boy and the seal) (Atkan dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1973, 15 p. (ERIC ED111193).

    Elementary reader. Illustrated. lit int

ALEUT - NOT KNOWN

23. Tabios, Derenty (Translator). Arirqanek nuyalek pinga'un tan'erlit-hlu (Sugcestun dialect). Alaska Native Language Center. University of Alaska, Fairbanks, Alaska. 1972, 48 p. (Not Available).

24. ________. Nupahlkiaq kep'arkat ililihlrat (Sugcestun Dialect). Alaska Native Language Center, University of Alaska, Fairbanks. 1973, 20 p. (Not Available)

25. ________. Tan'erlinguasaaq pehlahleq. Alaska Native Language Center. University of Alaska, Fairbanks. 1973, 25 p. (Not Available).

26. Tabios, Derenty and Jeffry Leer. Igapet (Sugcestun dialect). Alaska Native Language Center, University of Alaska, Fairbanks. 1972, 24 p. (Not Available).

27. Tabios, Derenty and Seraphim Meganack. Sugcestun Unigkuat (Sugcestun dialect). Alaska Native Language Center, University of Alaska, Fairbanks. 1972, 38 p. (Not Available).

ALGONKIAN - BILINGUAL

Pilling, James C. Bibliography of the Algonkian languages. AMS Press, New York. 1973, 614 p.

See Pilling under GENERAL LANGUAGE

ALGONKIAN - MONOLINGUAL, ENGLISH

28. Minnerly, Carol. An adaptation to Louise Lancaster's Introducing English for Algonquian speaking Children. New York State Migrant Center, Geneseo, New York. 1973, 19 p. (Not Available).

    Deals with the problems of teaching and learning English as a second language. Discusses lexocentrism of American education system. Addressed to particular problems of speakers of Algonkian languages. meth theor col

	Content	Level
13. Dirks, Moses and Sally Snigaroff. Hilaakax̂t ii? (Can you read?). Atka Village, Alaska. 1973, 30 p. Discussion of objects, animals and activities of life on Atka. Illustrated.	lit	int
14. __________. Hilal aluĝil (Read and write). Atka Village, Alaska. 1973, 20 p. Workbook with space for students to write about various everyday objects pictured and described. Illustrated.	voc	int
15. Dirks, William Sr. Latuĝing (My grandfather). Atka Village, Alaska. 1973, 13 p. Story about author's grandfather. Illustrated.	lit	int
16. Golley, Nadesta. Atx̂am hitnisangis (Atkan plants). Atka Village, Alaska. 1973, 46 p. Factual discussion of various plants native to the area around Atka Village. Illustrated.	lit	int
17. __________. Hilaqulim adungizulax (Short readings). Atka Village, Alaska. 1973, 15 p. Six short texts, fictional and true, realistic and imaginary. Illustrated.	lit	int
18. __________. Hilada (Read). Atka Village, Alaska. 1973, 15 p. Primer. One word is concentrated on per page, then used in a few short sentences. Illustrated.	lit voc	prim
19. __________. Taangulam kiiĝuusii (The mountain of thirst). Atka Village, Alaska. 1973, 11 p. Story about a young boy who finds a pond. Illustrated.	lit	int
20. __________. Unangam hlakuchaa ivaanax̂ (The little Aleut boy John). Atka Village, Alaska. 1973, 15 p. Story about the daily life and chores of a young Aleut boy. Illustrated.	lit	int
21. Marsh, Bruce D. Translated by Moses Dirk. Atx̂ax̂ matal txin agunaa (The building of Atka Island). Atka Village, Alaska. 1973, 10 p. Geological discussion of the formation of the Aleutian Islands, Atka in particular. Illustrated.	lit	adv.

ALEUT - MONOLINGUAL, ALEUT cont'd

Content Level

22. Snigaroff, S. Hamaa hlax̑ aasal isugix̑ (The boy and the seal) (Atkan dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1973, 15 p. (ERIC ED111193).

    Elementary reader. Illustrated. — lit — int

ALEUT - NOT KNOWN

23. Tabios, Derenty (Translator). Arirqanek nuyalek pinga'un tan'erlit-hlu (Sugcestun dialect). Alaska Native Language Center. University of Alaska, Fairbanks, Alaska. 1972, 48 p. (Not Available).

24. __________. Nupahlkiaq kep'arkat ililihlrat (Sugcestun Dialect). Alaska Native Language Center, University of Alaska, Fairbanks. 1973, 20 p. (Not Available)

25. __________. Tan'erlinguasaaq pehlahleq. Alaska Native Language Center. University of Alaska, Fairbanks. 1973, 25 p. (Not Available).

26. Tabios, Derenty and Jeffry Leer. Igapet (Sugcestun dialect). Alaska Native Language Center, University of Alaska, Fairbanks. 1972, 24 p. (Not Available).

27. Tabios, Derenty and Seraphim Meganack. Sugcestun Unigkuat (Sugcestun dialect). Alaska Native Language Center, University of Alaska, Fairbanks. 1972, 38 p. (Not Available).

ALGONKIAN - BILINGUAL

Pilling, James C. Bibliography of the Algonkian languages. AMS Press, New York. 1973, 614 p.

See Pilling under GENERAL LANGUAGE

ALGONKIAN - MONOLINGUAL, ENGLISH

28. Minnerly, Carol. An adaptation to Louise Lancaster's *Introducing English* for Algonquian speaking Children. New York State Migrant Center, Geneseo, New York. 1973, 19 p. (Not Available).

    Deals with the problems of teaching and learning English as a second language. Discusses lexocentrism of American education system. Addressed to particular problems of speakers of Algonkian languages. — meth theor — col

29. Pentland, David H., C. Douglas Ellis, Carol A. Simpson, and H. Christoph Wolfart. A Bibliography of Algonquian Linguistics. University of Manitoba Anthropology Papers, No. 11. Winnepeg, Manitoba. 1974, 85 p. (Not Available - CAILC Newsletter, Vol. III, #2 1975).

    Covers all Algonquian languages, as well as Yurok, Wiyot and Beothok to 1974. Approximately 1200 entries. bibl self

ALGONKIAN - see also CREE, CHIPPEWA, OJIBWA. PASSAMAQUODDY, MALECITE-PASSAMAQUODDY, MIC-MAC, SAULTEAUX, BLACKFOOT

APACHE - BILINGUAL

30. American Bible Society. The New Testament. American Bible Society, New York. 1966, 1041 p.

    New Testament in Apache with half-page English translations on same pages as Apache equivalent. Some illustrations in black and white. lit self

31. Jicarilla Apache Cultural Awareness Program. Jicarilla Apache legends. Jicarilla Apache Cultural Awareness Program, Dulce, New Mexico. 1974. (Not Available).

32. ________. Trees on the reservation. Jicarilla Apache Cultural Awareness Program, Dulce, New Mexico. 1974. (Not Available).

33. ________. Coyote and the rabbit. Jicarilla Apache Cultural Awareness Program, Dulce, New Mexico. 1974. (Not Available).

34. Vicenti, Arnold and Wilma Phone. English translation by Filomena Pono. Nake'yah ji ali'ma'i: Animals of the reservation. Jicarilla Apache Cultural Awareness Program, Dulce, New Mexico. 1974, 28 p. (Not Available).

    Description of animals found on Apache reservation. Illustrated lit prim

35. White Mountain Apache Culture Center. Keys to reading Apache. White Mountain Apache Culture Center, P.O. Box 507, Fort Apache, Arizona. 1972, 52 p.

    Workbook for reading and writing Apache. Includes review of sound system, short stories in Apache, with English translation. Illustrated. Instruction in English. phon voc lit int

	Content	Level
36. White Mountain Apache Culture Center. Western Apache dictionary. White Mountain Apache Tribe, Fort Apache, Arizona. ca. 1973, 135 p.		
Dictionary designed to help translate Oral History Program created by the White Mountain Apache Tribe of Whiteriver, Arizona. Bulk of book is English-Apache dictionary. Appendices contain grammar and pronunciation helps, maps of Athapaskan language family, lists of plant names and kinship terms, and Apache calendar.	voc gram pron	self
37. White Mountain Apache Culture Center Staff. Writing Apache. White Mountain Apache Culture Center, P.O. Box 507, Fort Apache, Arizona. 1972, 20 p.		
Workbook for practicing writing Apache. Words are half spelled-out with blanks for students to fill in. Illustrated. Instruction in English.	script	prim
38. Whiteriver Public Schools. Curriculum program for the Apache language. Whiteriver Public Schools, Arizona. 1969, 110 p. (ERIC ED025757).		
Contains English-Apache word list, list of enclitics with meanings and illustrations of usage, chart of Apache vowels and consonants, pronouns, numbers and conversation patterns. Also contains an Apache reader presenting full phonemic range in simple words and short sentences, and a story about an Indian boy presented in English and Apache.	voc phon	prim

APACHE - MONOLINGUAL, ENGLISH

	Content	Level
39. Chino, Galbert. My best friend. Jicarilla Apache Cultural Awareness Program, Dulce, New Mexico. 1974, 9 p. (Not Available).		
Story about a pet horse, for grades 3-5. Written and illustrated by a fifth grade student.	lit	int
40. Jicarilla Apache Cultural Awareness Program. I used to be afraid. Jicarilla Apache Cultural Awareness Program, Dulce, New Mexico. 1974. (Not Available).		
Reader to teach "used to be - but now I'm not" construction. Grades 1-3. Written and illustrated by elementary students at Dulce.	gram	prim

ATHABASKAN

See CHIPEWYAN, KOYUKAN, KUTCHIN, UPPER KUSKOKWIM, TANANA, DOGRIB, TANAINA, APACHE, NAVAJO, INDIANS OF SUBARTIC, and Pilling under GENERAL LANGUAGE

BLACKFOOT - BILINGUAL

	Content	Level
41. Frantz, Donald G. Toward a generative grammar of Blackfoot. Summer Institute of Linguistics of University Of Oklahoma, Norman, Oklahoma. 1971, 142 p. Work intended for linguists and has a heavy bias toward theoretical linguistics. Nonlinguists with some knowledge of Blackfoot may find it of some use.	gram theor	col
42. Redhorn, Peter. A guide to the spoken Blackfeet Indian language into English. Late 1960's. List of words that are of practical use to visitors to the Browning, Montana area or the Blackfoot reservation. Basic pronunciation key is given. Words not listed alphabetically. Numbers and days of week listed. Small map of reservation and brief description of terrain. Amateur effort.	voc pron	prim self
43. Taylor, Allan R. A grammar of Blackfoot. Ph.D. Dissertation, University of California, Berkeley. 1969, 340 p. (Not Available - Dissertation Abstract #70- 13,183). Description of phonology and morphology of Blackfoot as spoken in Montana and Alberta. Linguistically oriented, and thereby difficult for nonlinguist to use. However, contains annotated bibliography of published materials on Blackfoot language from 1710-1969.	phon gram bibl	col self

BODEGA MIWOK

See MIWOK

CAHUILLA - BILINGUAL

	Content	Level
44. Seiler, Hansjakob. Cahuilla texts with an introduction. Indiana University, Bloomington, Indiana. 1970, 204 p. Collection of myths in Cahuilla; Cahuilla version precedes English translation on verso. Sentences are numbered to facilitate translation. Introduction contains some points of grammar.	lit gram	col self

CHEROKEE - BILINGUAL

45. Alexander, J.T. (Compiler). A dictionary of the Cherokee Indian language. Distributed by Raven Hail, P.O. Box 35733, Dallas, Texas. 1971, 359 p.

	Content	Level
English-Cherokee, Cherokee-English dictionary. In former section Cherokee words are given both in Cherokee syllabary and in English transliteration. In latter section, only the Cherokee syllabary form of the word is given. Very little explanation of given definitions; no illustrations of usage. Preface has some information about the Cherokee syllabary. Small list of sample phrases.	voc script	col self
46. American Baptist Publication Society. Cherokee hymn book. American Baptist Publication Society, Philadelphia. Distributed by Raven Hail, P.O. Box 35733, Dallas, Texas. ca. 1970, 96 p.		
Hymns in the Cherokee language. Titles given only in English. Index by title, but only Cherokee titles used here. No musical notation. Transcription equivalents from Cherokee syllabary to English alphabet. Also a page of explanation of sounds.	voc script lit pron	self
47. Cherokee Bilingual Education Program. Cherokee folktales, Book I. Cherokee Bilingual Education Program, P.O. Box 769, Tahlequah, Oklahoma. 1974, 201 p.		
Collection of six stories, some of them folktales, other recollections of earlier periods in Cherokee history. Cherokee language version presented in small print at beginning of each story, English language version in small print follows.	lit	adv
48. __________. Cherokee folktales, Book III. Cherokee Bilingual Education Program, P.O. Box 769, Tahlequah, Oklahoma. 1974, 61 p.		
Six Cherokee folktales, presented first in large print English, then in small type, single space Cherokee. Illustrated.	lit	adv
49. __________. Cherokee Writing booklets I-IV. Cherokee Bilingual Education Program, P.O. Box 769, Tahlequah, Oklahoma. 1974, 82 p.		
Workbooks for practicing writing in Cherokee syllabary. Instructions are in English. Each page is a work sheet with space for practicing individual symbols and words made up of those symbols. Progression in difficulty from two syllable/symbol words to multisyllable words, to sentences and paragraphs.	script	prim

	Content	Level
50. Cherokee Bilingual Education. Primer V, teacher's edition. Cherokee Bilingual Education Program, P.O. Box 769, Tahlequah, Oklahomah. 1974, 37 p.		
Lesson plans to accompany Primer V (see under CHEROKEE - MONOLINGUAL, CHEROKEE). Instructions for teacher given in English. Includes planned dialogue for teacher and students in Cherokee.	meth	prim
51. Chiltoskey, Mary Ulmer. Cherokee words with pictures. The Stephens Press, Asheville, North Carolina. 1972, 56 p.		
Word list alphabetically in English followed by Cherokee syllabary equivalent, with subscript pronunciation of syllabic elements. Small line drawings illustrate many entries. Also included are a short phrase list, numbers, months, people's names, and words to two hymns (to be sung to tunes of 'Amazing Grace' and 'What a Friend We Have in Jesus'). Work is apparently aimed at non-Cherokee children interested in the language. Could be useful for beginning literacy for Cherokee speakers.	voc script	elem
52. Cowen, Agnes and Martin Cochran. Life of famous Cherokee Men. Cherokee Bilingual Education Program, P.O. Box 769, Tahlequah, Oklahoma. 1974, 123 p.		
Five biographies of Cherokee men, including Will Rogers and Sequoyah, who achieved fame. Each biography preceded by study guide in English and Cherokee language version of story. Stories are then given in English, using large type. Illustrated with line drawings.	lit	int
53. Kilpatrick, Anna G. An Introduction to Cherokee. Cherokee Bilingual Education Program, Tahlequah, Oklahoma. Revised edition 1972, 67 p.		
Bilingual and language instruction. Including pronunciation drill, basic sentences for memorization, drills on variations of sentences. Emphasis on oral Cherokee. Contains 18 lessons and three Cherokee stories in English translation. Stories illustrated.	pron voc lit	prim self
54. Pulte, William and Durbin Feeling. Conversational Cherokee Lessons 1-30 with accompanying tapes. Cherokee Bilingual Education Program, P.O. Box 769, Tahlequah, Oklahoma. ca. 1970, 129 p.		

	Content	Level
A series of lessons in spoken Cherokee to be used with or without Cherokee-speaking instructor. Each lesson includes dialogue and vocabulary drill in Cherokee, with English translation; and discussion of vocabulary and grammar employed in drill.	voc gram	int
55. Pulte, William and Agnes Cowen. Cherokee oral language program, Vol. I-VI. Cherokee Bilingual Program, Tahlequah, Oklahoma. 1971-1972 (Experimental Edition).		
One hundred and fifty (150) lessons of progressive difficulty in spoken Cherokee. Unpaginated, no table of contents or index.	voc pron	prim self
56. Pulte, William and Adalene Smith. A Cherokee syllabary primer, Vol. I-IV. Cherokee Bilingual Program, Tahlequah, Oklahoma. 1972 (Experimental Edition).		
Eighty-two (82) lessons progressing from single words to paragraphs in the Cherokee syllabary. Illustrated, but no pagination, table of contents or index.	voc script pron	prim self
57. Smith, Adalene and Agnes Cowen. Cherokee songs. Cherokee Bilingual Program, Tahlequah, Oklahoma. 1972, 34 p.		
Cherokee songs in Cherokee syllabary, English transliteration and English translation. The titles are in English and often in Cherokee as well. No musical notation, table of contents or index.	lit	self
58. Spade, Watt and Willard Walker. Indian names and Whiteman numbers. In William Slager (Editor). English for American Indians, Bureau of Indian Affairs, Washington, D.C. 1971, pp. 74-75.		
Amusing story about Cherokees confronted with white American bureaucracy. Presented in Cherokee syllabary on verso and English translation on recto.	lit	adv
59. Walker, Willard. Cherokee primer. Carnegie Corporation Cross-Cultural Education Project of the University of Chicago, Tahlequah, Oklahoma. ca. 1965, 68 p.		
Primer for beginning readers. Pages of words and accompanying illustrations. Words are presented in English, in Cherokee syllabary and in English transliteration.	voc	prim

CHEROKEE - MONOLINGUAL, CHEROKEE

	Content	Level
60. Cherokee Bilingual Education Program. Primer V. Cherokee Bilingual Education Program, P.O. Box 769, Tahlequah, Oklahoma. 1974, 22 p. Children's book for practice in reading Cherokee. Written in Cherokee syllabary. Illustrated. Fifteen lessons.	voc script	prim
61. __________. Workbook, Primer 1-4. Cherokee Bilingual Education Program, P.O. Box 769, Tahlequah, Oklahoma. 1974, 81 p. Practice in reading Cherokee syllabary. Progresses from two-syllable words through single sentences to short stories. Each lesson focuses on particular word(s) or syllable(s). Illustrated.	voc script	prim int
62. Cowen, Agnes. Cherokee Roman script primer, Vol. I-X. Cherokee Bilingual Education Program, P.O. Box 769, Tahlequah, Oklahoma. 1974, 159 p. Series of children's readers in Cherokee, written in Roman alphabet rather than Cherokee syllabary. Each page has large picture illustrating an object or action which is described in short sentences below.	voc script	prim
63. Crittenden, Carl (Compiler). Cherokee Roman script readers I-IV. Cherokee Bilingual Education Program, P.O. Box 769, Tahlequah, Oklahoma. 1974, 93 p. Each volume is prefaced by a chart showing Cherokee syllabary symbol for Roman script syllable and Cherokee words using that syllable (in Roman script transliteration). Each page then deals with one syllable, three or more words containing syllable and an illustration of one of the words.	script voc	prim

CHEROKEE - MONOLINGUAL, ENGLISH

	Content	Level
64. Cherokee Bilingual Education Program. Cherokee folktales, book II. Cherokee Bilingual Education Program, P.O. Box 769, Tahlequah, Oklahoma. 1973, 165 p. Seven tales of Cherokee folklore and life. Several stories accompanied by study guide and/or glossary of difficult English words. Illustrated.	lit	adv

CHEROKEE - MONOLINGUAL, ENGLISH cont'd	Content	Level
65. Hoyt, Anne K. Bibliography of the Cherokees. South Central Regional Education Lab Corporation. Little Rock, Arkansas. 1968, 61 p. (ERIC ED023533).		
Extensive bibliography of books, government publications, periodical articles, and theses published between 1832 and 1968 on all phases of Cherokee life. Shorter listings on Cherokee education and language.	bibl	self
CHICKASAW - BILINGUAL		
66. Humes, Jesse and Vinnie May Humes. A Chickasaw dictionary. The Chickasaw Nation, Oklahoma. 1973, 258 p.		
Actually a word list with pronunciations. Arrangement is English to Chickasaw with a respelling of latter to indicate pronunciation. Simple guides to pronunciation precede word list.	voc pron	self
CHINOOKAN		
See WISHRAM		
CHIPEWYAN - BILINGUAL		
67. Garr, Ben. Guide to understanding Chipewyan I. Indian and Northern Education, University of Saskatchewan, Saskatoon, Canada. 1972.		
Introduction to the comprehension of written and some spoken Chipewyan. Also explanation of sound system. Dialect used is Patuanak. Vocabulary list of English words and their Chipewyan equivalents.	phon voc test	self
68. Paul, Simon. Introductory Chipewyan; basic vocabulary. Indian and Northern Education, University of Saskatchewan, Saskatoon, Saskatchewan. ca. 1967, 60 p.		
Work introduces the 38 sounds of Chipewyan. Part I introduces a word in English and in Chipewyan and some short sentences using new Chipewyan word. Part II is vocabulary and phrase list. Rest is a workbook with several English phrases and places for student to write Chipewyan equivalent. No preface or table of contents. Pagination sporadic.	voc phon	prim self

CHIPEWYAN - BILINGUAL cont'd

69. Reynolds, Margaret. Chipewyan workbook. Indian and Northern Curriculum Resources Center, University of Saskatchewan, Saskatoon, Saskatchewan. ca. 1972 (Not Available).

	Content	Level
Workbook for children aged 4 to 7. Series of lessons including exercises such as filling in missing vowel and matching the English to Chipewyan word. Illustrated.	voc	prim

70. ________. Guide to understanding Chipewyan II. Indian and Northern Education, University of Saskatchewan, Saskatoon, Saskatchewan. ca. 1972.

	Content	Level
Series of lessons that deal with grammar, vocabulary. Preface indicates most of material was taken from Goddard's Analysis of Cold Lake Dialect, Linguistic Structures of Native America, and International Journal of American Linguistics. Brief summation of sound system. See entry above - Garr, Benn. Guide to understanding Chipewyan I.	voc gram phon	int

71. Richardson, Marry W. Chipewyan grammar. Northern Canada Evangelical Mission, Cold Lake, Alberta. 1968. (Not Available - Martin, Survey, p. 40).

CHIPPEWA - BILINGUAL

72. Verwyst, Chrysostom. Chippewa exercises. Ross and Haines, Incorporated, Minneapolis, Minnesota, 1971, 500 p. (Reprint of Holy Childhood School Print, Harbor Springs, Michigan. 1901).

	Content	Level
Despite early date of original publication, this is a thorough and useful book of Chippewa vocabulary and grammar. It is presented in ninety (90) lessons, including verb and noun paradigms, conversational phrases, etc. Aimed at non-Chippewa speaking, non-linguists who wish to work among Chippewa. Introduction to modern reprint by John D. Nichols, provides linguistic setting of Chippewa and additional information on pronunciation.	voc gram pron	self

CHIPPEWA - MONOLINGUAL, ENGLISH

73. Minnesota Historical Society. Chippewa and Dakota Indians; a subject catalog of books, pamphlets, periodicals and manuscripts in the Minnesota Historical Society. St. Paul, Minnesota, 1969, 127 p.

	Content	Level
Catalog providing access to Chippewa and Dakota texts. Two main divisions are "Books, Pamphlets, Periodicals" and "Manuscripts."	bibl	col self

CHIPPEWA

See also OJIBWA

CHOCTAW - BILINGUAL

74. Badger, Herbert A. A Descriptive grammar of Mississippi Choctaw. Doctoral Dissertation, University of Southern Mississippi. 1971, 84 p. (Not Available - Dissertation Abstract #71- 28,823).

	Content	Level
Transformational grammar of Choctaw as spoken by descendants of scattered remnants of that tribe which remained in Mississippi when main body of tribe was removed to Oklahoma. Linguistically oriented.	gram	col

75. Choctaw hymn book. John Knox Press, Richmond, Virginia. 1966, 252 p. (Reprint of 1858 edition.)

	Content	Level
Hymns are classified by subject: Awakening and Inviting, Sin, etc. Some titles and hymns in English and Choctaw, others only in Choctaw. "Articles of Faith" and "Solemnization of Marriage" in both Choctaw and English.	lit	self

76. Downing, Todd. Chahta nompa: An Introduction to the Choctaw language. Choctaw Bilingual Education Program, Southeastern State College, Durant, Oklahoma. 1971, 23 p.

	Content	Level
Nine chapters providing a well organized, intelligently written introduction to Choctaw for the layman. Includes some historical and ethnographic background on the Choctaw.	voc gram	self prim

77. Littlejohn, Joseph E. A Handbook for teachers and aides of the Choctaw bilingual education program. Southeastern State College, Durant, Oklahoma. 1971, 26 p. (ERIC ED054902).

	Content	Level
Discussion of needs of Choctaw children, references to materials available for in-service training and classroom use. Also includes a list of Choctaw terms with definitions.	meth voc	self

78. Nicklas, Thurston D. Choctaw morphology. Southeastern Oklahoma State College, Durant, Oklahoma. 1970, 27 p. (ERIC ED048582).

	Content	Level
Discusses Choctaw word structure, definitions of frequently used terms, articles, conjunctions and personal pronouns.	voc gram	self

79. __________. Choctaw morphology. Southeastern Oklahoma State College, Durant, Oklahoma. 1971, 59 p. (ERIC ED058789).

	Content	Level
Discussion of articles, conjunctions, pronouns, adjectives, verb parts. Morphophonemic changes considered throughout discussion.	voc morph gram	self col

80. __________. A Choctaw orthography. Southeastern Oklahoma College, Durant, Oklahoma. 1970, 12 p. (ERIC ED048583).

	Content	Level
Description of an essentially phonemic orthography. Sample text given in Choctaw, with English translation.	script	self

Pilling, James Constantine. Bibliography of the Muskogean languages. AMS Press, New York. 1973, 114 p.

See Pilling under GENERAL LANGUAGES

81. Watkins, Ben. Choctaw definer. Southeastern Indian Antiquities Survey, Incorporated, Box 12392, Nashville, Tennessee. 1972, 84 p. (Reprint of publication by J.W. Baldwin, Van Buren, Arkansas, 1892).

	Content	Level
English-Choctaw dictionary with six-page appendix showing conjugation of verbs "buy" and "sell." Some mistakes in typesetting and spelling. Note original date of publication.	voc gram	self

CHOCTAW - MONOLINGUAL, ENGLISH

Ohannessian, Sirarpi. Teaching English to speakers of Choctaw, Navajo, and Papago; a contrastive approach. Prepared at the Center for Applied Linguistics for the Bureau of Indian Affairs. Center for Applied Linguistics, Washington, D.C. 1969, 138 p.

See under GENERAL ESL

82. Southeastern State College. Choctaw bilingual education program. Southeastern State College, Durant, Oklahoma. 1973, 62 p. (ERIC ED085363).

CHOCTAW, MONOLINGUAL, ENGLISH cont'd

	Content	Level
Description of program emphasizing use of Choctaw language as vehicle of instruction, improvement of self image of Choctaw children, and employment of bilingual teachers and aids. Also contains teacher handbook.	meth	self col

CLALLUM

See SALISH

CREE - BILINGUAL

83. Anderson, Anne (Narnoya Ayiman). Let's learn Cree. Edmonton. 1970, 106 p. (Not Available - Whiteside).

84. Cree Alphabet Book. Key to the Cree syllabic characters. In William Slager (Editor). Language in American Indian Education. Bureau of Indian Affairs, Albuquerque, New Mexico. Spring 1972, pp. 110-112.

	Content	Level
Chart of Cree syllabary with transliteration, followed by two pages of illustrations with English label, Cree syllabary label, and English transliteration of Cree word.	voc script	prim

85. Ellis, C. Douglas. Spoken Cree: west coast of James Bay, part 1. Revised edition. Department of Missions, Anglican Church of Canada, Toronto. 1971 (Not Available - Martin, Survey, p. 40).

86. Kingfisher Indian Day School Students. Our Cree dictionary. Kingfisher Indian Day School, Kingfisher Lake, via Central Patricia, Ontario, Canada. 1970. (Not Available - CAILC Newsletter, Vol. 1, No. 2, p. 13).

87. McLeod, Barbara. The Cree language. Indian and Northern Curriculum Resources Center, University of Saskatchewan, Saskatoon, Saskatchewan. ca. 1967, 71 p.

	Content	Level
Primer in written Cree. Picture of vocabulary item is followed by word in English, word in Cree, and a simple declarative sentence in English and in Cree using that word.	voc	prim

	Content	Level
88. The Native people. The Alberta Native Communications Society, Room B1, 100 Avenue Building, 100 Avenue and 104 Street, Edmonton, Alberta. Monthly issues from May 1970 - December 1974 (collection incomplete).		
Monthly review of national, local, and tribal news. Each issue contains numerous articles in the Cree language using Cree syllabary.	lit	self
89. The Saskatchewan Indian. The Saskatchewan Indian, 1114 Central Avenue, Prince Albert, Saskatchewan. Monthly issues from July/August 1971 - October 1973 (collection incomplete).		
Official voice of the Federation of Saskatchewan Indians. Intended to serve as an effective vehicle for Indian opinion. Each issue contains an article in the Cree language.	lit	self
90. Soveran, Marilylle. From Cree to English, part one: The sound system. Saskatchewan University, Saskatoon, Saskatchewan. Indian and Northern Curriculum Resources Center. 1968, 80 p. (ERIC ED025755).		
Provides specific teaching instructions with facial diagrams to illustrate oral production of English sounds difficult for Cree speakers, and discussion of differences between two languages which provide difficulties. Detailed pronunciation drill included. Knowledge of linguistics is not required of reader.	pron	self
91. Tait, Joyce and George Sesequaysis. Introduction to Cree language. Indian and Northern Education, University of Saskatchewan, Saskatoon, Saskatchewan. ca. 1967, 105 p.		
Four lessons in three volumes. Four tapes correspond to lessons. Course intended for native speakers of English at high school or adult level.	voc phon gram pron	self sec
92. Wolfart, Hans C. An outline of Plains Cree morphology. Ph.D. Dissertation, Yale University. 1969, 299 p. (Not Available - Dissertation Abstract #70- 17,442).		
Sets out the grammatical categories of Plains Cree, as spoken in Alberta and Saskatchewan, then gives detailed analysis of paradigms of nouns, pronouns and verbs. Also outlines word formation.	gram	col

CREE - BILINGUAL cont'd

Content Level

93. Wolfart, Hans C. Plains Cree: a grammatical study. Transactions of the American Philosophical Society, New Series, Vol. 63, Part 5, Philadelphia. 1973, 90 p. (Not Available - CAILC Newsletter, Vol. 2, No. 2, 1974).

Linguistic work of general scope. Attempt to describe structure of words in Plains Cree. Intended as a tool for further, more detailed studies. Includes a sample text. — gram col

94. Wolfart, H. Christoph and Janet F. Caroll. Meet Cree. A Practical guide to the Cree language. University of Alberta Press, Edmonton. 1973, 63 p. (Not Available - CAILC Newsletter, Vol. 2, No. 2, 1974).

Not an attempt to teach Cree, but an explanation of major differences between Cree and English. Includes sounds of Cree, and grammar. — phon gram self

CREE - MONOLINGUAL, CREE

95. Bearskin, Daisy. Mančata (transliteration of Cree syllabary by KLA) (Eastern dialect). Ontario Region, Department of Indian and Northern Affairs, Toronto, Ontario. 1974, 10 p. (Not Available).

Booklet about building a wigwam. Illustrated.

96. Fort George Federal School Staff and Students. Nistam hiyiyomasiniikan (transliteration from Cree syllabary by KLA) (Eastern Cree dialect). Ontario Region, Department of Indian and Northern Affairs, Toronto, Ontario. 1971, 34 p (Not Available).

A first reading book.

97. Pash, Nellie. Apamitanoč natohosčič (transliteration of Cree syllabary by KLA) (Eastern dialect). Ontario Region, Department of Indian and Northern Affairs, Toronto, Ontario. 1974, 12 p. (Not Available).

Booklet about animals encountered while following a trapline. Illustrated.

98. Tekakwitha, Sister Catherine. Ayamitata ininimohin (transliteration of Cree syllabary by KLA) (Fort Albany dialect). Ontario Region, Department of Indian and Northern Affairs, Toronto, Ontario. 1974, 16 p. (Not Available).

Story of a boy home from school for summer vacation.

Content Level

CREE - MONOLINGUAL, ENGLISH

99. Bear, Robert. Cree legends. Indian and Northern Education, University of Saskatchewan, Saskatoon, Saskatchewan. ca. 1965, 62 p.

	Content	Level
Legends collected in taped interviews with Cree-speaking people, telling stories in native language. Attempt is to make English translation conform to Cree usage as closely as possible. Stories untitled.	lit	int self

CROW - BILINGUAL

100. Kaschube, Dorothea. Structural elements of the language of the Crow Indians of Montana. University of Colorado Studies, Series in Anthropology, No. 14, University of Colorado, Boulder, Colorado. 1967, 109 p.

	Content	Level
Includes discussion of stems, morphophonemic changes, and analysis of translation of Crow tape. Also includes dictionary of stems and inventory of consonants and vowels.	gram voc	col

101. Toineeta, Joy, Euna Rose He Does It, Dora Rides Horse, Dale Old Horn. The Crazy one. In William Slager (Editor), Language in American Indian Education, Bureau of Indian Affairs, Albuquerque, New Mexico. Fall 1971, pp. 84-85.

	Content	Level
Story about a mischevious Crow boy and some trouble he causes. Presented first in Crow, then in English translation.	lit	self

CUPEÑO - BILINGUAL

102. Hill, Jane H. and Rosinda Nolasquez. Mulu'wetam: the first people; Cupeño oral history and language, including a dictionary and grammatical sketch of Cupeño. Malki Museum Press, Morongo Indian Reservation, Banning, California. 1973, 198 p.

	Content	Level
Collection of oral histories, myths, accounts of old religious ceremonies, reminiscences, stories for children, and songs of Cupeño people of southern California presented in English and Cupeño. Cupeño-English and English-Cupeño dictionary and a grammatical sketch also included.	lit voc gram	self

DAKOTA

See SIOUX

Content Level

DIEGUEÑO - BILINGUAL

103. Couro, Ted and Christina Hutcheson. Dictionary of Mesa Grande Diegueño. Malki Museum Press, Morongo Indian Reservation, Banning, California. 1973, 118 p.

Diegueño-English, English-Diegueño dictionary. More detailed in former part, although latter section is longer. Some points of grammar in last ten pages. Introduction by Margaret Langdon, Associate Professor for Linguistics at University of California, San Diego. For linguistic scholars and Indian people.

voc col
gram self

104. Langdon, Margaret. A grammar of Diegueño: The Mesa Grande dialect. University of California Publications in Linguistics No. 66, Berkeley. 1970, 200 p.

Contains chapters of (1) Phonemes; (2) Principles of word formation; (3) Morphophonemics; (4) The noun; (5) Inflection; (6) Syntactic affixes; and (7) Syntax. Has a bibliography.

voc col
phon
bibl
gram

DOGRIB - BILINGUAL

105. MacDiarmid, J.A. Tendi goes beaver snaring. Curriculum Division, Department of Education, Northwest Territories, Canada. 1972, 13 p.

Young Indian boy goes trapping beaver in winter. Book 7 in Stories about Tendi series. Tendi speaks some Dogrib, in story. Illustrations in color by B. Abraham.

lit int

DOGRIB - MONOLINGUAL, ENGLISH

106. Football, Virginia. Tesqua and the chief's son. Curriculum Division. Department of Education, Northwest Territories, Canada. 1972, 32 p.

Book 6 of Dogrib Legends series. Plot of Cinderella genre. Chief's son finds Tesqua's lost moccasin and searches for her. They meet, marry and live happily ever after. Illustrated by B. Abraham.

lit int

DOGRIB - MONOLINGUAL, ENGLISH

	Content	Level
107. MacDiarmid, J.A. Johnny goes hunting. Curriculum Division, Department of Education, Yellowknife, Northwest Territories, Canada. 1972, 29 p. Story of Johnny's hunting trip with his father. Their prey are caribou and moose.	lit	int
108. ________. Johnny goes to Yellowknife. Curriculum Division, Department of Education, Yellowknife, Northwest Territories, Canada. 1972, 21 p. Johnny, a young Indian boy, visits the city. Illustrations in color by Wallace T. Murphy.	lit	int
109. ________. Tendi's mossbag. Curriculum Division, Department of Education, Yellowknife, Northwest Territories, Canada. 1872, 15 p. First book in Stories About Tendi series. Tells of Tendi as a baby and his father and mother. Illustrations by B. Abraham.	lit	prim

ESKIMO - BILINGUAL

	Content	Level
Canada, Department of Information. Elementary Education in the Northwest Territories, a handbook for curriculum development. Curriculum Division, Department of Education, Northwest Territories, Canada. ca. 1970, 313 p. See under GENERAL ESL		
110. Hofmann, T.R. Writing in the Eskimo classroom. Cahiers Linguistiques D'Ottawa, Ottawa University, Ontario. 1973. Vol. 7. No. 3. 5 p. (ERIC ED102870). New syllabic writing system for transcribing Eskimo languages is suggested as being more viable than one currently in use.	script	self
Pilling, James C. Bibliography of the Eskimo Language. AMS Press, New York. 1973, 116 p. See Pilling under GENERAL LANGUAGES		
111. Pitseolak. Pictures out of my life. From recorded interviews with Dorotny Eber, University of Washington, Seattle. 1972, 91 p. Biographical stories of Eskimo life written both in English and in Eskimo, including forward and picture captions. Illustrated from stone cuts and engravings by the author, one of many artists of the Cape Dorset region.	lit	self col

	Content	Level
112. Ray, Lieutenant P.H. and John Murdock. A vocabulary of the Eskimos of Point Barrow and Cape Smythe. Shorey Book Store, Seattle. 1965, 11 p. (Reprint of edition by Government Printing Office, Washington, D.C. 1885). Vocabulary lists in English and Eskimo. Words are grouped in subject classes, i.e., persons, parts of the body, kinship terms. Verbs are partially conjugated. Note original date of publication. No information on pronunciation or grammar provided.	voc	self

ESKIMO - MONOLINGUAL, ENGLISH

	Content	Level
113. Alaska State-Operated School System. What can you hear? Alaska State-Operated School System, 650 International Airport Road, Anchorage. 1974, 34 p. Series of answers to the title question, using sounds from the environment of the far north, e.g., snowmobile, goose. Workbook section in back of book. Illustrated.	voc	prim
114. __________. What can you see? Alaska State-Operated School System, 650 International Airport Road, Anchorage, 1974, 34 p. Series of answers to the title question, using familiar Alaskan sights, e.g., raven, river. Illustrated.	voc	prim
115. __________. What can you see? Alaska State-Operated School System, 650 International Airport Road, Anchorage. 1974, 96 p. Sixteen short stories about things and people an Eskimo boy and girl see in their village. Illustrated.	lit	int
116. __________. What can you smell? Alaska State-Operated School System, 650 International Airport Road, Anchorage. 1974, 20 p. Series of answers to the title question. Aromas are taken from the surroundings of the target population, e.g., wet fur, coffee. At the back of the book the child can choose words to fill the blank in the sentence "I can smell __________" and can match the picture of an item to the word for that item. Illustrated.	voc	prim

ESKIMO - MONOLINGUAL, ENGLISH cont'd

		Content	Level
117.	Alaska State-Operated School System. What do you like to Eat? Alaska State-Operated School System, 650 International Airport Road, Anchorage. 1974, 33 p.		
	Series of answers to the title question, using food items familiar to Eskimos, e.g., caribou, blueberries. Workbook section in back of book. Illustrated.	voc	prim
118.	Benton, S. William. A set of picture cards for use in teaching English verbs to Eskimo and Indian children in Alaska. Bureau of Indian Affairs Schools, Bureau of Indian Affairs, Bethel, Alaska. 1969, 67 p. (ERIC ED080249).		
	Set of 23 cards to aid in teaching English verbs, using contractions and informal speech. Illustrations show situations familiar to the students.	voc	prim
119.	Hofman, T.R. Teaching the Eskimo syllabics. In the Northian, University of Saskatchewan, College of Education, Saskatoon, Saskatchewan. 1970, Vol. 7, No. 4, 12 p.		
	Argument in favor of syllabic writing as opposed to alphabets. New methods of teaching syllabics for Eskimos are suggested to support this argument. Examples of Eskimo syllables used.	script meth	self
	Holzmueller, Diana Lynn. Multi-media resource list; Indian and Eskimo culture in the North. Center for Northern Educational Research, University of Alaska, College, Alaska, in collaboration with the Institute of Social, Economic and Government Research. 1973, 59 p.		
	See under GENERAL BILINGUAL EDUCATION		
	Hopkins, Thomas R. Language testing of North American Indians. Paper delivered at Conference on Problems in Foreign Language Testing, English Language Institute, University of Michigan, Ann Arbor. September 28-30, 1967.		
	See under INDIANS OF SUBARCTIC		
	Kraus, Michael. Alaska Native Language Center Report 1973. Alaska Native Language Center, University of Alaska, Fairbanks. 1973, 24 p.		
	See under INDIANS OF SUBARCTIC		

ESKIMO - MONOLINGUAL, ENGLISH cont'd

120. Kraus, Michael. Eskimo-Aleut. in Current Trends in Linguistics, Mouton, The Hague. 1973, Vol. 10, p. 1285-1366.

	Content	Level
Descriptive article about the various Eskimo and Aleut languages and dialects. Includes a review of work in this field and an extensive bibliography.	desc bibl	self col

ESKIMO

See also INNUIT, SIBERIAN YUPIK, YU'PIK

GITKSAN - BILINGUAL

121. Hindle, Lonnie and Bruce Rigsby. A short practical dictionary of the Gitksan language. reprinted from Northwest Anthropological Research Notes, Moscow, Idaho. 1973, 60 p.

	Content	Level
Dictionary based on dialects of Gitksan spoken in Hazelton and Kispiax, northern British Columbia. Intended as an initial reference work for guidance and use of Gitksan people.	voc	self

GWICH'IN

See KUTCHIN

HAIDA - MONOLINGUAL, ENGLISH

Dall, W.H. et al. Languages of the tribes of the extreme Northwest -- the Aleutians and adjacent territories. Shorey Book Store, Seattle, Washington, 1970, 47 p. (Reprinted from Contributions to American Ethnology, Vol. 1, Washington, D.C. 1877).

See under INDIANS OF SUBARCTIC

122. Kess, Joseph. A bibliography of the Haida language. Canadian Journal of Linguistics, Fall, 1968. Vol. 14, p. 63-5.

	Content	Level
Brief bibliography of monographs and articles in French and English dealing with the Haida language.	bibl	self

Content Level

HAIDA - NOT KNOWN

123. Lawrence, Erma (Editor). Haida noun dictionary. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1972, 68 p. (Not Available).

124. _________. Haida language workshop reader. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1972, 34 p. (Not Available).

125. _________. Haida word lists, Volume 1. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1972, 26 p. (Not Available).

126. Natkong, Jessie, Christine Edenso and Bob Cogo. Xáadas kil asgyáan gin-gáay. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1973, 27 p. (Not Available).

HOPI - BILINGUAL

127. American Bible Society. The epistle of Paul the apostle to the Romans. Paul Jesus ayaatnihqat peniata Rome ep tuptsiivni'yunquamuy amumii. American Bible Society, New York. Distributed by Raven Hail, P.O. Box 35733, Dallas, Texas. 1966, 59 p.

New Testament Book of Romans presented in both English and in Hopi. lit self

HOPI - MONOLINGUAL, HOPI

128. Albert, Roy and Charlie Talawepi. Coyote tales. Northern Arizona Supplementary Education Center, Northern Arizona University, Flagstaff, Arizona. 1970, 300 p.

Twenty Hopi stories, several about coyote. Ranging in difficulty from first through third grade reading level. Each story paginated separately. Illustrated. lit int

Content Level

HOPI - MONOLINGUAL, HOPI cont'd

129. Black, Robert. Hopi grievance chants: a mechanism of social control. in Dell Hymes and William Bittle (Editors). Studies in Southwestern Ethnolinguistics. Mouton, The Hague, 1967, p. 54-67.

While mainly a study of the cultural function of these chants, this article does give the texts of some representative chants in Hopi with literal English translation. A brief phonetic key to Hopi is included.

lit col
phon self

HOPI - MONOLINGUAL, ENGLISH

130. Talaswaima, Terrance. The Eagle hunt. Hopi Action Program, Oraibi, Arizona. 1974, 12 p.

Story about two young Hopi boys who capture baby hawks to participate in the ritual of the Eagle hunt and the subsequent sacrifice of the birds. Illustrated in full color.

lit int

131. __________. Hopi bride at the home dance. Hopi Action Program, Oraibi, Arizona. 1974, 21 p.

Description of traditional final wedding ceremony of the Hopi and the preparations for it. Hopi words are used for ceremonial objects, foods, etc. Illustrated with full color paintings.

lit int

INDIANS OF CALIFORNIA

Heizer, Robert F. Languages, territories, and names of California tribes. University of California, Berkeley. 1966, 62 p.

See under GENERAL LANGUAGE

132. Parrish, Sidney. How sickness came to the people. Ya-ka-ma Indian Education and Development, Incorporated, P.O. Box 11339, Santa Rosa, California. 1974, 16 p.

Traditional coyote tale, in simple English. Illustrated.

lit int

133. __________. The owl story. Ya-ka-ma Indian Education and Development, Incorporated, P.O. Box 11339, Santa Rosa, California. 1974, 8 p.

Story about how Owls attacked an Indian couple and put fear in the people. Illustrated.

lit int

Content Level

INDIANS OF CALIFORNIA cont'd

134. Parrish, Sidney. The slug woman. Ya-ka-ma Indian Education and Development, Incorporated, P.O. Box 11339, Santa Rosa, California. 1974, 12 p.

Story about the supernatural Slug Woman and her vengeance on an Indian youth who breaks the laws of his people. Illustrated. lit adv

INDIANS OF SOUTHWEST

Hymes, Dell H. and William E. Bittle (Editors). Studies in southwestern ethnolinguistics. Meaning and history in the language of the American Southwest. Mouton, Paris, The Hague. 1967, 467 p.

See under GENERAL LANGUAGE

INDIANS OF SUBARCTIC - BILINGUAL

135. Dall, W.H., J. Furuhelm and George Gibbs. Languages of the tribes of the extreme Northwest - The Aleutians and adjacent territories. Shorey Book Store, Seattle, Washington. 1970, 47 p. (Reprinted from Contributions to American Ethnology, Vol. 1, Washington, D.C. 1877).

Vocabulary lists for various dialects of Tlingit, Haida, Innuit, Kwakiutl, and other languages of the Arctic and Subarctic. Note, however, original date of publication. voc self

136. The River Times. Fairbanks Native Association, 102 Lacey Street, Fairbanks, Alaska. July 31, 1973, Vol. II, No. 8, p. 3.

This issue of the newspaper has an untitled article with a list of northern Athabaskan words with English translations. voc self

137. __________. Fairbanks Native Association, 102 Lacey Street, Fairbanks, Alaska. Monthly, September 7, 1973 - December 1973.

Monthly newspaper containing a review of national, local and tribal news from the Athabaskan, Aleut and Eskimo viewpoint. Each issue includes an article on the Athabascan language. voc self

INDIANS OF SUBARCTIC - MONOLINGUAL, ENGLISH

	Content	Level
Alaska State-Operated School System. What can you hear? Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 34 p.		
See under ESKIMO		
138. Alaska State-Operated School System. What do you hear? Alaska State Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 72 p.		
Twelve short stories about sounds two Athabaskan boys hear. Illustrated.	lit	int
139. Beaulieu, Antoine. Getting lime. Canarctic Publishing, Limited, Yellowknife, Northwest Territories, Canada for Curriculum Division, Department of Education, Northwest Territories, Canada. 1973, 15 p.		
How the Indians extracted lime from rocks for sale to Hudson's Bay Company. Some uses of lime mentioned.	lit hist	int
Benton, S. William. A Set of picture cards for use in teaching English verbs to Eskimo and Indian children in Alaska. Bureau of Indian Affairs Schools, Bureau of Indian Affairs, Bethel, Alaska. 1969, 67 p.		
See under ESKIMO		
Canada, Department of Information. Elementary education in the Northwest Territories; a handbook for curriculum development. Curriculum Division, Department of Education, Northwest Territories, Canada. ca. 1970, 313 p.		
See under GENERAL ESL		
Holzmueller, Diana Lynn. Multi-media resource list; Indian and Eskimo culture in the North. Center for Northern Educational Research, University of Alaska, College, Alaska, in collaboration with the Institute of Social, Economic and Government Research. 1973, 59 p.		
See under GENERAL BILINGUAL EDUCATION		

Content Level

INDIANS OF SUBARCTIC - MONOLINGUAL, ENGLISH cont'd

Indian Affairs Branch. Linguistic and cultural affiliations of Canadian Indians. Indian Affairs Branch, Government of Canada, Queen's Printer, Ottawa. 1967, 26 p.

See under GENERAL LANGUAGE

140. Krauss, Michael. Alaska Native Language Center Report 1973. Alaska Native Language Center, University of Alaska, Fairbanks, Alaska. 1973, 24 p.

Includes a description of the Center's activities to date of publication, and description of the languages of Alaska. desc self

141. Mullen, Dana. LEREC: learning English as a second language through recreation. Saskatchewan Newstart, Incorporated, Prince Albert, Saskatchewan. 1972, 263 p. (ERIC ED064993).

A program for use in summer recreation projects in northern Canada. Combines recreational activities for children of all ages with practice in English vocabulary and sentence structure. Includes list of phrases and words to use. Outlines training necessary for recreation leaders. meth voc gram col

National Library of Canada. Indian-Innuit authors: an annotated bibliography. National Library of Canada, Ottawa, Ontario, Canada. 1974, 108 p.

See under INNUIT

142. Sikkuark, Nic. Book of things you will never see. Keewatin Region Education Office, Department of Education, Curriculum Division, Government of Northwest Territories, Yellowknife, Canada. 1973, 25 p.

Story of imaginary and impossible animals and events. lit int

INDIANS OF SUBARCTIC - MONOLINGUAL, ENGLISH cont'd

		Content	Level
143.	Sikkuark, Nic. What animals think. Keewatin Region Education Office, Department of Education, Curriculum Division, Government of Northwest Territories, Yellowknife, Canada. 1973, 39 p.		
	Different animals pictured on each page, with what the animal "thinks" in English opposite the picutre. Included are polar bear, fish, sea lions, wolves, caribou, and birds.	lit voc	int
144.	Unka, Helene. Working for wages. Curriculum Division, Department of Education, Northwest Territories, Canada. 1973, 19 p.		
	Story of a woman's recollections of her childhood at the turn of the century, when white man's economy made employment available for Indians. Illustrated in color.	lit hist	adv

INDIANS OF SUBARCTIC

See also DOBRIB, KOYUKON, KUTCHIN, TANACROSS, TANAINA, UPPER KUSKOKWIM, UPPER TANANA, NIKOLAI

INNUIT - BILINGUAL

		Content	Level
145.	Afcan, P. and Naqeak, J. Analgaam qimmiŋi (Pat's dogs) (Barrow dialect). Alaska Native Language Center, University of Alaska, Fairbanks, Alaska. 1973, 25 p. (Not Available).		prim
146.	Alaska State-Operated Schools. My family (Report). Alaska State-Operated Schools, Anchorage, Alaska. 1974, 35 p. (ERIC ED098797).		
	Elementary reader in Inupiat (Innuit) with English translation following. Illustrated.	lit	prim
147.	__________. Noorvik reader. Alaska State-Operated Schools, Anchorage, Alaska. 1974, 108 p.		
	Series of one or two paragraph stories about the history of Noorvik and life there today. Story is presented first in Noorvik dialect, then in English. Illustrated.	lit	int

INNUIT - BILINGUAL cont'd

No.	Entry	Content	Level
148.	Alaska State-Operated Schools. Teller Reader. Alaska State-Operated Schools, Anchorage. 1974, 108 p. Series of one or two paragraph long stories about life in Teller, past and present. Story is presented first in Teller dialect, then in English. Illustrated.	lit	int
149.	__________. Upper Kobuk reader. Alaska State-Operated Schools, Anchorage, Alaska. 1974, 88 p. Series of one or two paragraph long stories about life in the villages of Ambler, Kobuk, and Shungnak; at present and in the past. Each story is presented first in Kobuk dialect, then in English. Illustrated.	lit	int
150.	Barrow School. Aġviq (The Whale). Barrow School, North Slope Borough School District, Box 307, Barrow, Alaska. 1974, 31 p. (Not Available).		prim
151.	Barrow School. Akłunaaliuġniq natchium amianiñ (Making rope from sealskin). Barrow School, North Slope Borough School District, Box 307, Barrow, Alaska. 1974, 15 p. (Not Available).		adv
152.	__________. Annuġarriuġniq niġrutit amiŋiññiñ (Making clothing from animal skins). Barrow School, North Slope Borough School District, Box 307, Barrow, Alaska. ca. 1974, 24 p. (Not Available).		adv
153.	__________. Apuyyaq (Snowhouse). Barrow School, North Slope Borough School District, Box 307, Barrow, Alaska. 1974, 12 p. (Not Available).		adv
154.	__________. Iḷisaurrim maqpiġaaŋi (Teacher's book-guide to workbook I and II). Barrow School, North Slope Borough School District, Box 307, Barrow, Alaska. 1974, 43 p. (Not Available).		col
155.	__________. Kutiq (Kutiq). Barrow School, North Slope Borough School District, Box 307, Barrow, Alaska. 1974, 7 p. (Not Available).		prim
156.	__________. Natchiqsiuŋniq kuvraqtuqługich (Catching seal with a seal net). Barrow School, North Slope Borough School District, Box 307, Barrow, Alaska. 1974, 10 p. (Not Available).		adv

Content Level

INNUIT - BILINGUAL cont'd

157. Barrow School. Piraksrat (Things to do). Barrow School, North Slope Borough School District, Box 307, Barrow, Alaska. 1972, 22 p. (Not Available). prim

158. __________. Utuqqaich aŋuniunnat tiŋmiaġruŋnullu qaugannulla (Old hunting equipment for hunting birds and ducks). Barrow School, North Slope Borough School District, Box 307, Barrow, Alaska. 1974, 11 p. (Not Available). adv

159. Canada, Curriculum Section, Education Division. Igloolik (Reader). Northern Affairs Branch, Department of Indian Affairs and Northern Development, Ottawa. 1965 (Not Available - Kraus CTL, p. 1341).

In English, syllabics and roman orthography.

160. Canadian Arctic Producers. Arctic women's workshop. Department of Indian Affairs and Northern Development and Canadian Arctic Producers, Box 4130 Station "E", Ottawa, Ontario. 1974, 92 p.

Report on Canadian national meeting of Arctic women. Focuses on Arctic crafts and ways of improving income through them. Includes a list of delegates, observers, translators. Presented in both English and Innuit. Illustrated with photographs of workshop. lit adv

161. Charput, Therese and Rachel Erkloo. The story of Papik, an Eskimo Boy. Department of Indian Affairs and Northern Development, Ottawa. 1965, 50 p. (Not Available - Kraus CTL, p. 1335).

In English, syllabics and roman orthography.

162. Inuit Tapirisat of Canada. INUIT and the law. Inuit Tapirisat of Canada, 222 Somerset Street West, Ottawa, Ontario. 1974, 138 p.

A basic introduction to Canadian law and government, particularly in regard to its relationship to the Native Peoples of Canada. Divided into four sections - Making of Law, Administration of Justice, Basic Concepts of Law, and Government Services. Includes charts of electoral districts, governmental organization. Book is presented in both English and Inuit. Illustrated. lit adv self

Content Level

INNUIT - BILINGUAL cont'd

163. Inuttituut. Minister of Indian and Northern Affairs, Ottawa. Quarterly issues from Summer 1972-Winter 1974.

Quarterly magazine in three languages: Inutt (Innuit), French and English. Review of national and tribal news of the Innuit people. lit self

164. Jamassee, Nicotye. Nicotye and her family. Curriculum Section, Education Division, Northern Affairs Branch, Department of Indian Affairs and Northern Development, Ottawa. 1965, 27 p. (Not Available - Kraus CTL, p. 1341).

In English, syllabics and roman orthography.

165. Kaveolook, Harold. Allagich igluŋich Iñupiat (Different kinds of Eskimo houses). Barrow School Inupiat Program, Barrow, Alaska. 1974-75, 21 p.

Description in Iñupiat (Innuit) of building and furnishing of traditional Iñupiat homes. Illustrated with line drawings and floor plans. English translation at back of book. lit int

166. Kayak, Lily. Have you ever seen a walrus? (Pond Inlet dialect). Curriculum Division, Department of Education, Government of the Northwest Territories, Canada. 1973, 54 p.

English alphabet book. Each letter is introduced, accompanied by an English word that begins with that letter, the Innuit equivalent of that word (both in Innuit syllabary and in English transliteration) and a question employing that word. Question is in English syllabics, and transliteration. A photograph illustrates the question. script voc prim

167. Webster, Donald H. Inupiat Eskimo dictionary. Alaska University, College, Alaska. 1970, 211 p. (ERIC ED062896).

Consists of vocabulary from North and Northwest Alaska villages. Words classified by subject: terms relating to people, heavens, earth and atmosphere, place, time and descriptives; and other words. North Alaska dialect words noted with (N). Index in English. Also guide to Eskimo writing. voc script self

Content Level

INNUIT - BILINGUAL cont'd

168. Webster, Donald H. and Roy Ahmaogak. Iñupiat/New Testament. American Bible Society, New York. 1966, 1503 p. (Not Available - Kraus CTL, p. 1364).

INNUIT - MONOLINGUAL, INNUIT

169. Ahvakana, F. Auaqqanam quliaqtannik. (Barrow dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1975, 17 p. (Not Available).

Advanced legends. adv

170. Alaska State-Operated School System. Annutit iqaluk tinmiat (Birds, fish and animals) (Deering, Buckland dialect). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 25 p.

Names of various Alaska fauna. Each name is illustrated by a drawing of the animal. voc prim

171. ________. Aŋŋutit qaluich tiŋmiuratlu (Birds, fish and animals) (Noorvik dialect). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 25 p.

Names of various Alaskan fauna. Each name is illustrated by a drawing of the animal. voc prim

172. ________. Qanusimik naivik? (What can you smell?) (Shishmaref dialect). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 48 p.

Series of short essays about the various things two Eskimo children smell. Illustrated. lit int

173. ________. Qanusimik qinilguiñ? (What can you see?) (Shishmaref dialect). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 34 p.

Series of answers to the title question, using familiar Alaskan sights, e.g., raven, river. Illustrated. voc prim

INNUIT - MONOLINGUAL, INNUIT cont'd

No.	Entry	Content	Level
174.	Alaska State-Operated School System. Qanusiq naguaġuiyn niġikhavgu? (What do you eat?) (Shishmaref dialect). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 33 p.		
	Series of answers to the title question, using food items familiar to Eskimos, e.g., caribou, blueberries. Workbook section in back of book. Illustrated.	voc	prim
175.	________. Sumik naivik? (What can you smell?) (Ambler, Kobuk, Shungnak, Selawik dialects). Alaska State-Operated School Sytem, 650 International Airport Road, Anchorage, Alaska. 1974, 20 p.		
	Series of answers to title question. Aromas taken from surroundings of Inupiat speakers. Workbook section at back of book. Illustrated.	voc	prim
176.	________. Sumik naivik? (What can you smell?) (Ambler, Kobuk, Shungnak, Selawik dialects). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 48 p.		
	Series of short essays about the various things a pair of Eskimo children smell. Illustrated.	lit	int
177.	________. Sumik nigisuguuvich? (What do you eat?) (Kivalina dialect). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 33 p.		
	Series of answers to the title question, using food items familiar to Eskimos, e.g., caribou, blueberries. Workbook section in back of book. Illustrated.	voc	prim
178.	________. Sumik niġisuuguuvit? (What do you eat?) (Koyuk dialect). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 33 p.		
	Series of answers to the title question, using food items familiar to Eskimos, e.g., caribou, blueberries. Workbook section in back of book. Illustrated.	voc	prim

INNUIT - MONOLINGUAL, INNUIT cont'd

		Content	Level
179.	Alaska State-Operated School System. Sumik niġisuuvich? (What do you eat?) (Noorvik dialect). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 33 p.		
	Series of answers to title question, using food items familiar to Eskimos, e.g., caribou, blueberries. Workbook section in back of book. Illustrated	voc	prim
180.	________. Sumik niġisuuvich? (What do you eat?) (Ambler, Shungnak, Kobuk dialects). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 33 p.		
	Series of answers to the title question, using food items familiar to Eskimos, e.g., caribou, blueberries. Workbook section in back of book. Illustrated.	voc	prim
181.	________. Sumik tusraavich? (What can you hear?) (Noorvik dialect). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 34 p.		
	Series of answers to the title question, using sounds from the environment of the Far North, e.g., snowmobile, goose. Workbook section in back of book. Illustrated.	voc	prim
182.	________. Tiŋmiat, aqaluit suli niġrutit (Birds, fish and animals) (Kivalina dialect). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 25 p.		
	Names of various Alaskan fauna. Each name is illustrated by a drawing of the animal.	voc	prim
183.	________. Tiŋmiaruich, aqaluichlu suli aŋŋutitlu (Birds, fish and animals) (Noatak dialect). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 25 p.		
	The names of various fauna of Alaska. Each name is illustrated by a drawing of the animal.	voc	prim

INNUIT - MONOLINGUAL, INNUIT cont'd

		Content	Level
184.	Alaska State-Operated School System. Tiŋmiirat, qaluich, aŋŋutillu (Birds, fish and animals) (Ambler, Kobuk, Shungnak, Selawik dialects). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 25 p. Names of various Alaskan fauna. Each name is illustrated by a drawing of the animal.	voc	prim
185.	Barrow School. Aakagivigiñ (Are you my mother?) Barrow School, North Slope School District, Box 307, Barrow, Alaska. ca. 1972, 57 p. (Not Available).		prim
186.	________. Aimatkut (Aimaq's family). Barrow School, North Slope School District, Box 307, Barrow, Alaska. ca. 1972, 22 p. (Not Available).		prim
187.	________. Akłaq minuaqtuġiaġman (Brown Bear goes to school). Barrow School, North Slope School District, Box 307, Barrow, Alaska. ca. 1974, 16 p.		prim
188.	________. Annuġaavut paŋmapak (Clothing we wear now). Barrow School, North Slope School District, Box 307, Barrow, Alaska. 1974, 22 p. (Not Available).		prim
189.	________. Aŋun aŋuniaqtuaq taġiumi (A man goes hunting on the Ocean). Barrow School, North Slope School District, Box 307, Barrow, Alaska. 1974, 10 p. (Not Available).		prim
190.	________. Apayauq paannaliuqtuq (Apayauq made a friend). Barrow School, North Slope School District, Box 307, Barrow, Alaska. 1974, 7 p. (Not Available).		inter
191.	________. Atchagat (Alphabet). Barrow School, North Slope School District, Box 307, Barrow, Alaska. ca. 1972, 49 p. (Not Available).		prim
192.	________. Grammar rules. Barrow School, North Slope School District, Box 307, Barrow, Alaska. ca. 1974, 9 p. (Not Available).		inter
193.	________. Ilalugich ilaŋŋaġlugiḷḷu savaaksrat (Adding and subtracting workbook). Barrow School, North Slope School District, Box 307, Barrow, Alaska. 1974, 7 p. (Not Available).		prim

Content Level

INNUIT - MONOLINGUAL, INNUIT cont'd

194. Barrow School. Iqiasuannayuglu qupquġiaġlu (The Ten-Legged polar bear). Barrow School, North Slope School District, Box 307, Barrow, Alaska. ca. 1974, 16 p. (Not Available). prim

195. _________. Kisitchisa quliŋuaglaan (Let's count to ten). Barrow School, North Slope School District, Box 307, Barrow, Alaska. ca. 1974, 28 p. (Not Available). prim

196. _________. Natchiq (The Seal). Barrow School, North Slope School District, Box 307, Barrow, Alaska. ca. 1974, 23 p. (Not Available). inter

197. _________. Niġrutiŋich nunapta - tuttu (Animals of our land - caribou). Barrow School, North Slope School District, Box 307, Barrow, Alaska. ca. 1974, 10 p. (Not Available). prim

198. _________. Niġrutitigun maqpiġaat - qaugak (Animal book - duck). Barrow School, North Slope School District, Box 307, Barrow, Alaska. ca. 1974, 14 p. (Not Available). prim

199. _________. Nuvuk aŋuniaq̇ti (Nuvuk the hunter). Barrow School, North Slope School District, Box 307, Barrow, Alaska. ca. 1974, 24 p. (Not Available). inter

200. _________. Savaaksrat Iñupiatun maqpiġaat I (Inupiat workbook I). Barrow School, North Slope School District, Box 307, Barrow, Alaska. 1974, 13 p. (Not Available). prim

201. _________. Savaaksrat Iñupiatun maqpiġaat II (Inupiat workbook II). Barrow School, North Slope School District, Box 307, Barrow, Alaska. 1974, 21 p. (Not Available). prim

202. _________. Taiñġurat (Vowels). Barrow School, North Slope School District, Box 307, Barrow, Alaska. ca. 1974, 25 p. (Not Available). inter

203. _________. Tiŋmiaŋiḷḷu niġrutiŋiḷḷu nunapta (Birds and animals of our land). Barrow School, North Slope School District, Box 307, Barrow, Alaska. ca. 1974, 12 p. (Not Available). prim

204. _________. Uqaluich iglugiiksitaaksrat (Words to be matched). Barrow School, North Slope School District, Box 307, Barrow, Alaska. 1974, 6 p. (Not Available). prim

INNUIT - MONOLINGUAL, INNUIT cont'd

	Content	Level
205. Blanchett/Teeluk/Brow/Ahsoak/Sovalik. Savaktugut suli piurraqtugut (We work and we play) (Barrow dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1973, 20 p. (Not Available).		prim
206. Inuttituut. Minister of Indian and Northern Affairs, Ottawa. Quarterly issues from Winter 1969 to Winter and Spring 1972. Quarterly magazine written entirely in Inutt (Innuit).	lit	self
207. Jackson, E. Tulugaġlu agṅauraġlu (The raven and the little girl) (Barrow dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 22 p. (Not Available).		int
208. MacLean, E. Aŋilaitgatigiik (The two friends) (Barrow dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 48 p. (Not Available). With worksheets.		adv
209. __________. Lessons and games for Iñupiaq as a second language (Barrow dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 36 p. (Not Available).		prim
210. __________. Malguk quliaqtuak: aahaalliglu, aniqpaktuaq aviŋŋaq (Two stories: The old squaw and its ducklings, The large lemming) (Barrow dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 14 p. (Not Available).		int
211. __________. Savaaksrat I (Workbook I). (Barrow dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 25 p. (Not Available).		prim
212. __________. Suva una? (What is it doing?) (Barrow dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1973, 29 p. (Not Available).		prim
213. __________. Suva una? Worksheets (Barrow Dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 10 p. (Not Available).		prim

INNUIT - MONOLINGUAL, INNUIT cont'd

	Content	Level
214. MacLean, E. Uqaluich (Barrow dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1973, 30 p. (Not Available).		prim
215. ________. Uqaluich sivulliġñiisaaŋich (Beginning letters of words). Alaska Native Language Program, Center for Northern Educational Research, University of Alaska, Fairbanks, Alaska. 1973, 23 p. Inupiq alphabet book. Each page features one letter in upper and lower case with illustrations and captions of four items that begin with that letter.	voc	prim
216. Mather, E. and Aiken, M. Iqiasuaq aviŋŋaq (The lazy mouse) (Barrow dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1973, 18 p. (Not Available).		prim
217. Nageak, V. and Demientieff/MacLean. Ataataluqiik (Barrow dialect). University of Alaska. Alaska Native Language Center, Fairbanks, Alaska. 1974, 104 p. (Not Available). A legend.		adv
218. Nashaknik, H. and Nageak, J. Anułhuyuk (Barrow dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1973, 54 p. (Not Available).		adv
219. Norton, L. and H. Schnare. Aahahaaŋaaq. (Kobuk dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 24 p. (Not Available).		int
220. Rudolph, G. Iñupiaq worksheets (Barrow dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 78 p. (Not Available).		prim
221. Teeluk, M. and Hopson, A. Aqargiq tuluqaq ugrugnauraglu (Ptarmigan, raven, and shrew) (Barrow dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1973, 14 p. (Not Available).		int
222. Teeluk, M. and N. Sheldon. Qanuq kayuqtuq kavaiqsiruaq (How the fox turned red) (Kobuk dialect). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1973, 24 p. (Not Available).		int

Content Level

INNUIT - MONOLINGUAL, ENGLISH

Dahl, W.H. et al. Languages of the tribes of the extreme Northwest - The Aleutians and adjacent territories. Shorey Book Store, Seattle, Washington, 1970, 47 p. (Reprinted from Contributions to American Ethnology, Vol. 1, Washington, D.C. 1877).

See under INDIANS OF THE SUBARCTIC

223. National Library of Canada. Indian-Inuit authors: an annotated bibliography. National Library of Canada, Ottawa, Ontario, Canada. 1974, 108 p. (Not Available - Review Northian Vol. II, No. 1, p. 32).

List of works by Canadian Indian and Inuit authors published to 1972. Work divided in two sections - works by Indian and Metis authors and works by Inuit authors. Within each section, publications are listed by type. Fifteen works by native children are included. bibl self

INNUIT - NOT KNOWN

224. Ahmaogak, R.R. and D.H. Webster. Iñupiam uḳaluŋi (Iñupiat reader 1) (Barrow dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1969. (Not Available).

225. __________. Iñupiam uḳaluŋi 2 (Iñupiat reader 2) (Barrow dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1971. (Not Available).

226. Ahvakana, R. Translated by E. MacLean. Tikiġaġmiġguuq... (In Point Hope, Alaska...) (Barrow dialect). Alaska Native Language Center, Center for Northern Educational Research, University of Alaska, Fairbanks, Alaska. 1973. (Not Available).

227. Aiken, Martha (Translator). Iqiasuak aviññaq. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1973, 20 p. (Not Available).

228. Ayaryaq, John. Autobiography. Welfare Division, Northern Administration Branch, Department of Indian Affairs and Northern Development, Ottawa. 1968, 123 p. (Not Available - Kraus CTL, p. 1332).

INNUIT - NOT KNOWN cont'd

229. Blanchett/Teeluk. Translated by M. Leavitt. Aimaq iḷaniḷu (Aimaq and his family) (Barrow dialect). Alaska Native Language Center, Center for Northern Educational Research, University of Alaska, Fairbanks, Alaska. 1973. (Not Available).

230. ________. Translated by A. Hopson. Taiguallaruŋa (I can read) (Barrow dialect). Alaska Native Language Center, Center for Northern Educational Research, University of Alaska, Fairbanks, Alaska. 1973. (Not Available).

231. Brown, Harvey, Marie Ahsoak and Ernie Sovalik (Translators). Savaktugot suli piuraaqtugut. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1973, 22 p. (Not Available).

232. Chambers, Rev. John R. and Rev. Samuel Simmons. The Iñupiat Eskimo hymnbook. Fellowship Book Store, Barrow, Alaska. 1965, 232 p. (Not Available - Kraus CTL, p. 1335).

233. Foster (Translator and Editor). Psalms, Genesis, Isaiah (Baffin Island Dialect). Canadian Bible Society, Toronto. 1966 (Not Available - Kraus CTL, p. 1337).

234. Gagné, Raymond. Eskimo language course. Department of Indian Affairs and Northern Development, Ottawa. 1966, 364 p. (Not Available - Kraus CTL, p. 1338).

235. Gagné, Raymond and Paul Koolerk. Uqalimartaa (Pond Inlet Dialect). Education Branch, Department of Indian Affairs and Northern Development, Ottawa. 1968, 79 p. (Not Available - Kraus CTL, p. 1338).

236. Gray, Arthur, Minnie Gray and Wilfried Zibell, translators. Jesus-ŋum iñuuḷhanik (Gospel stories in Kobuk River Eskimo). Wycliffe Bible Translators, Berghausen, Germany. 1966, 37 p. (Not Available - Kraus CTL, p. 1339).

237. Hopson, Alice (Translator). Aqargiq tulugaq ugrugnauraglu. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1973, 17 p. (Not Available).

238. ________. Taiguallaruna. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1973, 61 p. (Not Available).

Content Level

INNUIT - NOT KNOWN cont'd

239. Kanavurak, B. Uvva Saiḷaq (Here's Sailaq) (Barrow dialect). Alaska Native Language Center, Center for Northern Educational Research, University of Alaska, Fairbanks, Alaska. 1973, 32 p. (Not Available).

240. Kaveolook, Harold. Malġuk quliaqtuak: aahaalliglu piayaaŋillu: aŋiqpaktuaq aviŋŋaq (Two stories: the old squaw and it's ducklings; the large lemming) (Barrow dialect). Alaska Native Language Center, Center for Northern Educational Research, University of Alaska, Fairbanks, Alaska. 1974. (Not Available).

241. Leavitt, Marie. Aimaq ilanilu. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1973, 23 p. (Not Available).

242. MacLean, Edna. Avilaitqatigiik, worksheets (The two friends, worksheets) (Barrow dialect). Alaska Native Language Center, Center for Northern Educational Research, University of Alaska. Fairbanks, Alaska. 1974. (Not Available).

243. Nageak, James (Translator). Aŋalgaam qimmini. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1973, 29 p. (Not Available).

244. Oyagak, Roxy, Jr. Ilatka. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1973, 27 p. (Not Available).

245. Pageau, Christiane and Paulusi Uqittuq. Allaqit allaniarit. Direction generale du Nouveau Quebec, Ministere des Richesses Naturelles, Canada. 1966, 295 p. (Not Available - Kraus CTL, p. 1359).

246. Sheldon, Nita (Translator). Qanuq kayuqtuq kaviqsiruaq. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1973, 27 p. (Not Available).

247. Spalding, Alec E. Salliq: an Eskimo grammar. Education Branch, Department of Indian Affairs and Northern Development, Ottawa. 1969, 128 p. (Not Available).

Content Level

INNUIT - NOT KNOWN cont'd

248. Teeluk, Martha. Translated by R. Oyagak. Iļatka (My family) (Barrow dialect). Alaska Native Language Center, Center for Northern Educational Research, University of Alaska, Fairbanks, Alaska. 1973. (Not Available).

249. Webster, D.H. Can you read English? Then you can also read Eskimo. Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1968. (Not Available).

250. Webster, Donald H. Ikaayutit (New Testament helps). Wycliffe Bible Translators, Fairbanks, ca. 1968, 8 p. (Not Available - Kraus CTL, p. 1364).

251. _________. Inupiam uḳaluŋi/Eskimo reading course I-II. Summer Institute of Linguistics, Fairbanks, 1969, 76 p. (Not Available - Kraus CTL, p. 1365).

252. _________. Ḳuliaḳtuaḳ inuusiagun Jesus. (Life of Jesus). Summer Institute of Linguistics, Fairbanks. Ca. 1967, 16 p. (Not Available - Kraus CTL, 1364).

253. _________. Let's Learn Eskimo. Summer Institute of Linguistics, Fairbanks. 1968, 66 p. (Not Available - Kraus CTL, p. 1364).

254. _________. Unipkaat (Coloring book) (Barrow dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairba[illegible] 1971. (Not Available)

255. Webster, Don and Roy Ahmaogak. Iñupiat suuvat? (What about the Eskimo?) (Barrow dialect). Summer Institute of Lingusitics, P.O. Box 1028, Fairbanks, Alaska. 1971. (Not Available).

256. Webster, Donald H. and Wilfried Zibell. Inupiat dictionary. University of Alaska and Summer Institute of Linguistics, Fairbanks, Alaska. 1970, 218 p. (Not Available - Kraus CTL, p. 1365).

257. Zibell, Wilfried. Aglaich Eskimo alphabet book (Coloring book) (Kobuk dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1971. (Not Available).

258. _________. Atuutit mumiksat (Hymnal). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1967, 22 p. (Not Available - Kraus CTL, p. 1365).

INNUIT - NOT KNOWN cont'd

259. Zibell, Wilfried. Inupiam Uqałhi (Kobuk dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

260. ________. Jesus-num inuułha (Life of Jesus). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1966, 16 p. (Not Available - Kraus CTL, p. 1365).

261. ________. Unipchaat I (Animal stories of the Kobuk River Eskimos). (Kobuk dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1971. (Not Available).

262. ________. Unipchaat 2 (Animal stories of the Kobuk River Eskimos) (Kobuk dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1969. (Not Available).

263. ________. Unipchaat 3 (Animal stories of the Kobuk River Eskimos). (Kobuk dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1970. (Not Available).

264. Zibell, Wilfried and Pauline Harvey, translators. Thessalonians I-II. Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1968, 28 p. (Not Available - Kraus CTL, p. 1366).

265. ________. Timothy. Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1968, 22 p. (Not Available - Kraus CTL, p. 1366).

266. ________. Timothy I - II, Thessalonians I-II, Titus. Evangelizationsverlag, Berghausen, Germany. 1971. (Not Available - Kraus CTL, p. 1366).

267. Zuk, William M. Inuit pinnguarusingit (Eskimo games). Department of Indian Affairs and Northern Development, Ottawa. 1967, 26 p. (Not Available - Kraus CTL, p. 1366).

INUPIAT

See INNUIT

IROQUOIAN - BILINGUAL

268. Hale, Horatio Emmons (Editor). Iroquois book of rites. University of Toronto Press, Toronto, Second edition. 1965, 222 p. (Reprint of 1883 edition).

	Content	Level
Chapter II of Book III of this work deals with Iroquois language. Parts of speech and alphabet (16 characters) are described. Sample words listed and declined or conjugated. Lord's prayer is given in Seneca dialect. Some examples of dialectical variation among the six languages (Seneca, Cayuga, Oneida, Onondaga, Mohawk, Tuscarora) that comprise Iroquoian family are given.	script gram desc voc	self

Pilling, James Constantine. Bibliography of the Iroquoian languages. AMS Press. 1973, 208 p.

See Pilling under GENERAL LANGUAGES

IROQUOIAN

See also MOHAWK, SENECA, TUSCARORA, CHEROKEE, ONONDAGA

KERESAN - BILINGUAL

269. Boas, Franz. Keresan texts, two volumes. AMS Press, New York. 1974, 644 p. (Reprinted from Publications of the American Ethnological Society, Volume VII, Parts 1 and 2, New York. 1928).

	Content	Level
Various myths, legends, folktales and reminiscences, presented in English in Part 1 and in Keresan in Part 2. Lines are numbered in Keresan text with these numbers interpolated in English text to facilitate comparison.	lit	self col

KERESAN

See also ACOMA

KOYUKON - BILINGUAL

	Content	Level
270. Alaska State-Operated Schools. Koyuk reader. Alaska State-Operated Schools, Anchorage, Alaska. 1974, 99 p. (ERIC ED095715). Elementary reader with alternating pages in Koyuk and English. Story of daily family life in Koyuk, Alaska. Illustrated.	lit	prim
271. The River Times. Fairbanks Native Association, Fairbanks Native Center, Fairbanks, Alaska. January 1974, Vol. III, No. 1, p. 10. This issue of the newspaper contains an article on Koyukon language work at Athabaskan Language Workshop.	voc	self
272. __________. Fairbanks Native Association, Fairbanks Native Center, Fairbanks, Alaska. March 1974, Vol. III, No. 3, p. 4 This issue of River Times contains an article about the bald eagle, presented in Koyukon and in English.	lit	self
273. __________. Fairbanks Native Association, Fairbanks Native Center, Fairbanks, Alaska. December 1974, Vol. III, No. 12, p. 4. This issue of the newspaper contains an article which includes sentences and words in Koyukon.	voc lit	self

KOYUKON - NOT KNOWN

274. Henry, David. Explanation of the sounds used in Koyukon. Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1969. (Not Available).

275. __________. Sam (Lower Koyukon dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

276. __________. Vowel and consonant charts (Central and Lower Koyukon dialects , Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

277. Henry, David and Kay Henry. Dinaak'a (Our Language). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1969. (Not Available).

Content Level

KOYUKON - NOT KNOWN cont'd

278. Henry, David and Kay Henry. Dinaak'aa reading book one. Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1966. (Not Available).

279. _________. Hadohzil-eeyah (We are reading). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1969. (Not Available).

280. Henry, David C., Kay Henry and Sally Hudson. Sam (Central Koyukon dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1972. (Not Available).

281. Henry, David, Kay Henry, Marie D. Hunter, Eliza Jones and others. Dinaak'a (Our langauge). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

282. Henry, David C. and Members of the Koyukon Cultural Enrichment Program. Consonants (Central Koyukon dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

283. _________. Consonants (Lower Koyukon dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

284. Henry, David C. and Koyukon Cultural Enrichment Program. Dibaa asdlaan? (Who am I?) (Central Koyukon dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

285. _________. Dinaa aslaan? (Who am I?) (Lower Koyukon). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

286. _________. Dot'aan? (What is he doing?) (Lower Koyukon). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

287. _________. Dot'aan? (What is he doing) (Central Koyukon dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

288. _________. Dotson' nonot'oh (Translation and adaptation of Raven got fooled) (Central Koyukon). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

Content Level

KOYUKON - NOT KNOWN cont'd

289. Henry, David C. and Koyukon Cultural Enrichment Program. Dotson' nonot'oh̲ (Translation and adaptation of Raven got fooled) (Central Koyukon). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

290. _________. H̲adoh̲udigi-eeyah̲ (I am learning) (Central Koyukon). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

291. _________. Hadoh̲udigi-eeyah̲ (I am learning) (Lower Koyukon). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

292. _________. My alphabet (Central Koyukon dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

293. _________. My alphabet (Lower Koyukon) Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

294. Hudson, Sally. Paul dineega ok̲o antaalk̲aan̲ (Translation and adaptation of Normie's moose hunt). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

295. Hunter, Marie D. Daałtł'idzee tok̲'eek̲aa (Translation and adaptation of the three bears) (Central Koyukon dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

296. Jones, Eliza. Tobaan atsah̲ (Crying on the beach) (Central Koyukon dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

297. Lolnitz, Doria. K̲'adoants'idnee (three folk tales). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

298. Semaken, Ottie G. Doatsoan' yok̲oay̲ k'idogheełtaan (The raven flies for light). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

Content Level

KOYUKON - NOT KNOWN cont'd

299. Simon, Velma. Deeltsa aa dil-aa k'idogheełtaan (The mouse saves his uncle) (Central Koyukon dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

KUTCHIN - BILINGUAL

300. The River Times. Fairbanks Native Association, Fairbanks Native Center, Fairbanks, Alaska. March 12, 1974, Vol. III, No. 1, p. 4.

This issue of the newspaper has a story in English with a Kutchin translation. lit self

KUTCHIN - MONOLINGUAL, KUTCHIN

301. Alaska State-Operated School System. Jidii dintth'ak? (What can you hear?). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 34 p.

Series of answers to the title question, using sounds from the environment of the Far North, e.g., snowmobiles, geese. Workbook section in back of book. Illustrated. voc prim

302. __________. Jidii dintth'ak? (What can you hear?). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 72 p.

Twelve short stories about sounds two Athabascan boys hear. Illustrated. lit int

303. Chalkyitsik Bilingual Teachers. Jidii t'inchy'sa? (What is this?). Alaska State-Operated School system, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 11 p. (Not Available).

304. Druck, Leah. Johnny (Translation and adaptation of Johnny). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 16 p. (Not Available).

KUTCHIN - MONOLINGUAL, KUTCHIN cont'd

305. Druck, Leah. Jok drin Johnny dee'ya' (Translation and adaptation of A day with Johnny). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 16 p. (Not Available).

306. ________. Moses (Translation and adaptation of "Tendi") Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 11 p. (Not Available).

307. ________. Moses khya t'ah'in ts'a' łuk kee'in niłįį (Translation and adaptation of Tendi goes trapping and fishing). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1973, 20 p. (Not Available).

308. ________. Moses nahaazhrii (Translation and adaptation of Tendi goes hunting). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1973, 32 p. (Not Available).

309. ________. Moses tsal nya' ohtsuu (Translation and adaptation of Little Tendi's moss bag). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 13 p. (Not Available).

310. ________. Moses tsee keechee'yaa (Translation and adaptation of Tendi goes beaver hunting). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 13 p. (Not Available).

311. ________. Moses vats'at (Translation and adaptation of Tendi's blanket). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 8 p. (Not Available).

312. Druck, Leah, Moses Gabriel and Minnie Salmon. Nich'it tsal (Little girl). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 10 p. (Not Available).

KUTCHIN - MONOLINGUAL, KUTCHIN cont'd

313. Druck, Leah, Moses Gabriel and Minnie Salmon. Tsyaa tsal (Little boy). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 12 p. (Not Available).

314. Fields, Mary and Mae Peter. Ch'anky'aa gwandak (Ghost story). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 14 p. (Not Available).

315. __________. Johnny N.C. Co Noozhii (Translation and adaptation of Johnny at the "Bay"). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 13 p. (Not Available).

316. Fields, Mary. Tony dinjik enjit naazhrii (Translation and adaptation of Normie's moose hunt). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 24 p. (Not Available).

317. Fiitt, Nena. Songs in Gwich'in. Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 5 p. (Not Available).

318. Gabriel, Moses. Nin kweei dęhtły'aa (Animal book). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1973, 26 p. (Not Available).

319. Kutchin Bilingual Teachers. Tr'iinin drin dee'in (Translation and adaptation of What a child does in a day). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 22 p. (Not Available).

320. Mueller, Richard. Dinjii zhrąąį tsâl (Little black man). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 27 p. (Not Available).

Content Level

KUTCHIN - MONOLINGUAL, KUTCHIN cont'd

321. Mueller, Richard. Gwich'in ginjik dęhtły'aa (A beginning reader). Summer Institute of Linguistics/Wycliffe Bible Translators, Box 329, Fort Yukon, Alaska. 1969, 12 p. (Not Available).

322. ________. Jesus nankak gwaadaai vagnanaak gwedhaa dai' (Illustrated life of Jesus). David C. Cook and Wycliffe Bible Translators, Box 329, Fort Yukon, Alaska. 1967, 16 p. (Not Available).

323. ________. Let's speak Kutchin. Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1970 (Not Available - Martin, Survey, p. 39).

324. ________. Sho zhrąį tik, nich'it tsal haa googwandak (The three bears and a little girl). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 40 p. (Not Available).

325. Peter, K. Ch'arah'ee dęhtły'aa. University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1973, 12 p. (Not Available).

326. ________. Dinjii zhuu gwandak (Gwich'in stories). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1974, 76 p. (Not Available).

327. ________. Gineerinlyaa (Gwich'in poems). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 15 p. (Not Available). lit int

328. ________. Gwich'in "ABC" dęhtły'aa (Kutchin "ABC" workbook). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 48 p. (Not Available). prim

329. ________. Gwich'in workbook. University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 29 p. (Not Available).

330. ________. Shih dǫǫ daazhyaa (The four food groups). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 11 p. (Not Available).

331. ________. Vak'aandaii (Touch it). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 19 p. (Not Available). prim

Content Level

KUTCHIN - MONOLINGUAL, KUTCHIN cont'd

332. Peter, K. and T. Pulu. Geh tłoh ih'aa yindhan? (Do you want to eat boiled rabbit?). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1974, 33 p. (Not Available).

333. Peter, K., T. Pulu and M. Pope. Jidii ałtsan? (What can you smell?). Alaska State-Operated School System, Alaksa Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1974, 48 p. (Not Available).

334. _________. Jidii dinitth'ak? (What do you hear?). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1974, 72 p. (Not Available).

335. _________. Jidii dintth'ak? (What do you hear? - Colorbook). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1974, 34 p. (Not Available).

336. Peter, Mae. Jiį naaį t'ee shalak (This is my family). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 26 p. (Not Available).

337. Salmon, Minnie. Johnny vagoodłit drin (Translation and adaptation of Johnny's present). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 10 p. (Not Available).

338. Sapir/Fredson, K. Peter. Sapir John Haa, googwandak 1 (Sapir-Fredson Stories, 1). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 12 p. (Not Available). adv

339. _________. Sapir John Haa, googwandak 2 (Sapir-Fredson Stories, 2). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 19 p. (Not Available). adv

340. _________. Sapir John Haa, googwandak 3 (Sapir-Fredson Stories, 3). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 20 p. (Not Available). adv

KUTCHIN - MONOLINGUAL, KUTCHIN cont'd

341. Tritt, Lincoln. Moses vitr'ii' (Translation and adaptation of Tendi's canoe). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 13 p. (Not Available).

342. Tritt, Mary R. Johnny nahaazhrii (Translation and adaptation of Johnny goes hunting). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 31 p. (Not Available).

343. ________. Moses va'ai (Translation and adaptation of Tendi's snowshoes). Alaska State-Operated School System, Alaska Unorganized Borough School District, 650 International Airport Road, Anchorage, Alaska. 1972, 8 p. (Not Available).

KUTCHIN - NOT KNOWN

344. Mueller, Richard. Kutchin literacy workbook. Summer Institute of Linguistics/Wycliffe Bible Translators, Box 329, Fort Yukon, Alaska. 1973, 60 p. (Not Available).

345. Pulu, Tupou and Katherine Peter. Gwandaii łuk neehiniidal (Animal, fish and birds). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974. (Not Available).

346. Wycliffe Bible Translators. Scripture cards. (Selected portions from the Gospel of Mark). Wycliffe Bible Translators, Box 329, Fort Yukon, Alaska. 1971, 8 cards. (Not Available).

347. ________. Tr'ihił'e' naii gooawitr'it k'it (Acts of the Apostles). Wycliffe Bible Translators, Box 329, Fort Yukon, Alaska. 1974, 254 p. (Not Available).

KWAKIUTL - BILINGUAL

Dall, W.H. et al. Languages of the tribes of the extreme Northwest - The Aleutians and adjacent territories. Shorey Book Store, Seattle, Washington. 1970, 47 p. (Reprint from Contributions to American Ethnology, Vol. 1, Washington, D.C. 1877).

See under INDIANS OF SUBARCTIC

Content Level

KWAKIUTL - BILINGUAL cont'd

Pilling, James Constantine. Bibliography of the Wakashan languages. AMS Press, New York. 1973, 70 p.

See Pilling under GENERAL LANGUAGES

LAKE MIWOK

See MIWOK

LAKOTA

See SIOUX

LOWER KOYUKON

See KOYUKON

LUISEÑO - BILINGUAL

348. Bright, William. A Luiseño dictionary. University of California Publications in Linguistics, #51, Berkeley, California. 1968. (Not Available).

349. Hyde, Villiana. An introduction to the Luiseño language. Malki Museum Press, Banning, California. 1971, 236 p.

A linguistically accurate, simple and readable work for use by general public. Major portion of book concerned with grammar of Luiseño. Each grammar chapter has several exercises and lessons illustrating grammatical points. Luiseño-English word list and English-Luiseño word list. More complete form of Luiseño word is in former list. Table of contents.

gram self
voc

MAIDU, SOUTHERN

See NISENAN

MALECITE-PASSAMAQUODDY - BILINGUAL

350. Teeter, Karl V. The main features of Malecite-Passamaquoddy grammar. in Jesse Sawyer (Editor), Studies in American Indian Languages. University of California Press, Berkeley, California. University of California Publications in Linguistics #65. 1973, pp. 191-249.

	Content	Level
A grammatical sketch containing phonology, verb, noun and pronoun paradigms, a brief text with detailed analysis. The work is intended for linguists but can be useful to the nonlinguist with some effort.	phon gram lit	col

MICMAC - BILINGUAL

351. Francis, Gordon and Kenneth Hale. Miqëmeöeöögemq (Speaking Micmac). Big Cove Band Council, Rexton, New Brunswick, Canada. 1970, 34 p.

	Content	Level
Linguistic approach to pronunciation of Micmac. Addressed to layman. Includes extensive examples of Micmac phonemes and words containing these sounds.	pron	prim self

352. Milliea, Mildred. Mic-Mac alphabets and Mic-Mac phonetics. Big Cove Band Council, Rexton, New Brunswick, Canada. ca. 1970, 13 p.

	Content	Level
First section presents phonemes of Micmac with pronunciation guide, and examples of Micmac words using these sounds. Second section discusses sounds more fully. Third section presents alphabetical lists of Micmac animal names, numbers, trees, and herbal medicines. Not linguistically oriented.	pron voc	self

MINTO

See TANANA

MIWOK - BILINGUAL

353. Callaghan, Catherine. Bodega Miwok dictionary. University of California Publications in Linguistics, No. 60, Berkeley, California. 1970, 133 p.

	Content	Level
Bodega Miwok-English, English-Bodega Miwok dictionary. Some entries in latter part refer to root word in former part, where etymologies are more complete. Alphabet-phonetic key and grammatical synopsis. Few cross references.	voc phon gram	self

MIWOK - BILINGUAL cont'd

354. Callaghan, Catherine Lake Miwok dictionary. University of California, Berkeley, California. 1965, 287 p.

	Content	Level
Lake Miwok-English, English-Lake Miwok dictionary. Introduction explains that there were at time of writing only eight living speakers of this language. Alphabet and phonetic key included. Adequate cross references.	voc phon	self

MOHAWK - BILINGUAL

355. Beatty, John J. Mohawk morphology. Doctoral Dissertation, City University of New York. 1972, 127 p. (Not Available - Dissertation Abstract #72- 24,118).

	Content	Level
Description of Caughnawaga dialect of Mohawk as spoken in Quebec. Discusses and analyzes various classes of morphemes. Linguistically oriented.	gram	col

356. Bonvillain, Nancy and Beatrice Francis. English-Mohawk dictionary, Parts I and II. University of New York, State Education Department, Albany, New York. 1971, 215 p.

	Content	Level
Part I of dictionary English-Mohawk, Part II Mohawk-English. Each part in two sections: Noun dictionary and verb dicitonary. Noun dictionaries sub-divided into 35 categories ranging alphabetically from "Animals" to "Weather and Weather Conditions." Included are 20 pages of prefatory material on grammar, spelling, and pronunciation. Few cross references. Manuscript.	voc gram phon	self

357. Bonvillain, Nancy. A Grammar of Akwesasne Mohawk. National Museum of Man, Mercury Series, No. 8, Ottawa, Ontario. 1973, 249 p.

	Content	Level
Descriptive analysis of Akwesasne Mohawk, with some ethnographic information as it relates to language. Introduction gives general characteristics of Mohawk. Discussion of phonemics and morphophonemics. Majority of work deals with structure and use of verbs. Linguistically oriented.	voc gram	col

358. Michelson, Gunther. A thousand words of Mohawk. National Museum of Man, National Museums of Canada, Mercury Series, Ethnology Division, Paper No. 5, Ottawa, Ontario. 1973, 186 p.

	Content	Level
Brief grammatical introduction followed by root list, Mohawk-English and English-Mohawk. A relatively nontechnical introduction to Mohawk grammar.	gram voc	col

MOHAWK - BILINGUAL cont'd

	Content	Level
359. Mohawk Staff of Salmon River Central School. Akwesasne Mohawk, book K. Salmon River Central School, Fort Covington, New York. ca. 1973, 22 p. Mohawk/English vocabulary book with one word per page, accompanied by illustration of that word.	voc	prim
360. __________. Akwesasne Mohawk, book One. Salmon River Central School, Fort Covington, New York. ca. 1973, 22 p. Mohawk/English vocabulary book with one word per page, accompanied by illustration of that word.	voc	prim
361. Montour, Doris K. and Michele Brisebois-Ward. Caughnawaga yesterday and today. Thunderbird Press, P.O. Box 129, La Macaza, County Labelle, Quebec. 1971, 88 p. Second grade curriculum in Social Studies. Intended for Indians and non-Indians, it describes the history of the Iroquoian people, both ancient and recent. Includes a few songs in Mohawk. Illustrated.	lit	prim
362. White, Emily and Ann Lewis. Akwesasne Iewennanotakwa. Salmon River Central School, Fort Covington, New York. 1973, 33 p. Three short stories about a present day Mohawk family. English text is presented side by side with Mohawk text and pronunciation guide to latter. Worksheets isolate four Mohawk words per story. Illustrated.	lit voc pron	int

MOJAVE - BILINGUAL

	Content	Level
363. Munro, Pamela. Mojave language notes. (Acquired from author, University of California, San Diego, Department of Linguistics, La Jolla, California.) 1973, 28 p. Intended for use in Mojave language class taught by Luther Swick on Colorado River Indian Reservation. No attempt at complete account of Mojave grammar. Work divided by subject; e.g., sentences, people and animals, giving orders, questions. Manuscript.	voc gram	self

Content Level

NAVAJO - BILINGUAL

364. Allen, Shonnie, Martha Austin, Betty Many Goats, Oswald Werner, and Allen Manning. Write Navajo. Department of Anthropology, Northwestern University, Evanston, Illinois. 1973, 1872 frames.

Programmed learning in writing Navajo, for Navajo speakers. script prim

365. Anderson, Marjorie. The Lamb and the party. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1972, 15 p. (Not Available - Fasthorse, Supplement ABNRM, 153).

Story about a lamb who disrupts an awéé' chi'ídeelalo' party. Illustrated. lit prim

366. Begay, Eleanor. Bruce doo bił hóóts'í idda. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1971, 11 p. (Not Available - Fasthorse, Supplement ABNRM, 143).

Story of a boy who goes to school and misses the dog he has left at home. Navajo text with English translation. Illustrated. lit int

367. Begishe, Kenneth, Linda Singer, Wanda S. Burns. Ni'iichííhji binahat'á, The Way of planning birth. Oswald Werner, Northwestern University, Evanston, Illinois. 1971, 14 p.

Discussion of planned parenthood and methods of contraception in both Navajo and English. Female sex organs are also explained. Illustrated. Index. lit self

368. Begishe, Kenneth, Jeanette Frank, Oswald Werner. A Programmed guide to Navajo transcription. Northwestern University, Department of Anthropology, Evanston, Illinois. 1967, 915 frames. (Not Available - Spolsky ABNRM-118).

Programmed text for writing in Navajo. Introduction in English. script prim inter

369. Blair, Robert W. Navajo basic course, final report. Brigham Young University, Provo, Utah. 1969. 521 p. (ERIC ED031699).

Thirteen units including self preparation and question-answer exchanges with instructor. Introduction gives sounds of Navajo and rules for reading and writing. pron gram prim self

NAVAJO - BILINGUAL cont'd

	Content	Level
370. Blackhorse, Berneice. Shima. Panorama Press, P.O. Box 15101, Rio Rancho, New Mexico. 1973, 16 p. Essay about mother.	lit	prim
371. Charles, Vangie et al. assisted by William Morgan. Naaltsoos naałt'a'í ádadiilniił. Panorama Press, P.O. Box 15101, Rio Rancho, New Mexico. 1967, 13 p. Description in Navajo of building a kite. In the series produced by Sanostee-Taodlena Title VII Project.	lit	int
372. Condie, Le Roy. The Navajo Calendar. Navajo Social Studies Project, College of Education, University of New Mexico, Albuquerque, New Mexico. 1962-1970. (Not Available - Spolsky ABNRM-136). Month names given in Navajo. In 1970 calendar story of Navajo homes is pictured with short descriptions. Illustrated.	lit	self
373. Crowder, Jack L., Navajo translation by William Morgan, Sr. Haskie dóó Yé'ii Bicheii - Haskie and the Yé'ii Bicheii. Jack L. Crowder, Box 728. Bernalillo, New Mexico. 1970, 32 p. (Not Available - Spolsky ABNRM-112). Story about a young Navajo boy's experiences at home and at school.	lit	
374. Crowder, Jack L. Staphannie and the coyote - Stefanii dóó Mą'ii. Jack L. Crowder, Bernalillo, New Mexico. 1970, 32 p. Story presented simultaneously in Navajo and in English. Navajo version by William Morgani, Sr. Introduction by Wayne and Agnes Holm deals with a little grammar and pronunciation of Navajo. Story is about a small Navajo girl and her everday life. Illustrated with color photographs.	lit gram pron	prim
375. Dick, Lynda (Editor); Dollie L. Yazzie (Developer). Teachers Guide to accompany Navajo music. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1970, 51 p. (Not Available - Fasthorse, Supplement ABNRM, #159). Background information on 37 Navajo stories, with Navajo texts and English translations. Classification of Navajo song types also included. To accompany two records of Navajo music.	lit	self

NAVAJO - BILINGUAL cont'd

		Content	Level
376.	Duncan, Homer. Victorious life. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. 1965, 28 p. Sermon on leading a Christian life. Navajo and English on facing page.	lit	self adv
377.	Fasthorse, Rose and Louise Benally. Supplement to the analytical bibliography of Navajo reading materials. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1973, 18 p. Bibliography of 49 entries, covering materials produced for Navajos from 1968 through 1972. Includes English language, Navajo and bilingual materials.	bibl	self
378.	Franciscan fathers. An ethnologic dictionary of the Navajo langauge. St. Michael's, Arizona. 1968, 539 p. (Reprint of 1910 edition). "Dictionary" is arranged by subjects in the Navajo culture. Subjects are discussed in English, using Navajo words for specific concepts. Sometimes a small Navajo glossary accompanies paragraph. Illustrated with black and white drawings. Table of contents, index, and list of illustrations.	desc voc	self
379.	Goosen, Irvy W. Haa'ishá diné bizaad deiídíiltah - Let's read Navajo preprimer. Northern Arizona Supplementary Education Center, Northern Arizona University, Flagstaff, Arizona. 1968, 47 p. Preprimer introducing letter of Navajo alphabet to native speakers not literate in Navajo, sounds of Navajo introduced in contrastive pairs of words, then in simple sentences. Words illustrated by drawings. Page indexed Navajo/English glossary of 125 items appended.	script pron	prim
380.	__________. Navajo made easier. Northland Press, Flagstaff, Arizona. 1968, 271 p. Series of 64 short lessons designed to teach Navajo to English speakers, particularly to teachers of English as a Second Langauge to Navajo children. Not a linguistic approach to Navajo. Introduces a basic vocabulary in conversational form. Audio tapes are also available.	voc	prim

NAVAJO - BILINGUAL cont'd

Entry	Content	Level
381. Haile, Berard. A Manual of Navaho grammar. AMS Press, New York. 1970, 324 p. (Reprint of St. Michael's Press, St. Michael's, Arizona. 1926).		
Introduction to structure of Navajo. Begins with short section on pronunciation. Part I deals with nouns and noun adjuncts, Part II with verbs and verb stems. May be used by non-linguist.	pron gram	self
382. __________. Learning Navajo, Vol. I and II. St. Michael's, Arizona. 1971. 223 p. (Reprint of 1941 edition).		
Lessons designed to teach English speakers to communicate with Navajo people. Phrases presented are of practical nature. Rules of grammar minimal. Correct pronunciation emphasized, especially through "safe and accurate orthography." Vocabulary presented with a lesson plan. Drills and exercises included. Table of contents and subject index.	voc pron	self
383. Hale, Kenneth. The Role of American Indian linguistics in bilingual education. In Paul R. Turner (Editor), Bilingualism in the Southwest, University of Arizona Press, Tucson, Arizona. 1973, 22 p.		
Discussion of place of Native language in truly bilingual curriculum. Bulk of article consists of games to increase knowledge of native language. Examples for various games are given in Navajo with English translations.	meth	self
384. Hale, Ken and Loraine Honie. An Introduction to the sound system of Navajo, part I: articulatory phonetics. Massachusetts Institute of Technology, Department of Linguistics, Cambridge, Massachusetts. 1972, 175 p. (Not Available - Fasthorse, Supplement ABNRM, #178).		
Introduction to Navajo phonetics, including some phonological rules, orthography. Each chapter has exercises for practice.	phon script	self
385. Hall, Geraldine. Kee's home; a beginning Navajo-English reader. Northland Press, Flagstaff, Arizona. 1972, 103 p.		
Story of young Navajo boy and his family. Text is entirely in both English and Navajo. Only English words "completely translatable into Navajo" without change of meaning were used. Glossary by Irvy Goosen, introduces Navajo alphabet and fundamentals of pronunciation.	lit pron	prim

NAVAJO - BILINGUAL cont'd

	Content	Level
386. Higgins, Roger. A dialogue on the Navajo classifier. Massachusetts Institute of Technology, Cambridge, Massachusetts. ca. 1970, 65 p. A conversation between two friends which introduces the grammar of Navajo. Akalii tries to teach his friend Bill some of the basics of speaking Navajo. Manuscript.	gram	
387. Hill, Faith. Learning to write Navajo. Rock Point Mission, Rock Point, Arizona. 1973, 30 p. (Not Available - Kari NLB, p. 18).		
388. Hoijer, Harry. A Navajo lexicon. University of California Publications in Linguistics, No. 78. Berkeley, California. 1974, 314 p. Consists of: (1) Verb stems and bases; (2) Noun stems and bases; (3) Postpositions (act the same way as English prepositions); (4) Verbal prefixes; (5) Enclitics; (6) Particles; and (7) A bibliography. Compiled by Harry Hoijer from the field notes of Edward Sapir.	phon gram	col
389. __________. Patterns of meaning in Navajo. In M. Zamora, J.M. Mahar, H. Orenstein (Editors). Themes in Culture: Essays in honor of Morris E. Opler. Kayumanqii Publishers, Quezon City, Phillipines. 1971, pp. 227-237. A study centered on the Navajo verb and verbal phrase. It attempts a description of patterns of meaning peculiar to Navajo. Patterns of meaning refer to the ways in which native speakers of Navajo select, by virture of their language, certain features of real situations and determine the interrelationships of these features.	gram	col
390. Holm, Wayne. Navajo spelling lists. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1971, 37 p. Lists compiled from a computer assisted study of the Navajo vocabulary of six year old Navajo children. Author does not claim list is exhaustive, but it should be valuable to teachers of beginning reading in Navajo.	voc	self

Content Level

NAVAJO - BILINGUAL cont'd

391. Honie, Lorraine and Ken Hale. Ał'ąą diné'é bizaad ałhąąh naha'łíigíí (Comparing languages). Massachusetts Institute of Technology, Department of Linguistics, Cambridge, Massachusetts. 1972, 13 p. (Not Available - Fasthorse, Supplement ABNRM, 179).

Introduction to comparative linguistics in Navajo with English translation. Includes examples from Navajo, Hopi, San Carlos Apache and Sarcee. meth self

392. __________. Diné biząąd yá'áit' bee diits'a'ígíí: ałtse bíhoo'aahígíí (The Sounds of Navajo: Part One). Massachusetts Institute of Technology, Department of Linguistics, Cambridge, Masachusetts. 1972, 22 p. (Not Available - Fasthorse, Supplement ABNRM, 180).

A description, in Navajo, of four positions of articulation, with phonetics game to practice sounds. English translation included. phon adv

393. Kari, James. Navajo language bibliography. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1973, 39 p.

Bibliography of "all the available references that relate to the study of the Navajo language." However, Navajo curriculum materials are excluded, due to the recent publication of two bibliographies that list Navajo curriculum materials exclusively. General works, such as those on the Athapaskan language family, have also been omitted. Items arranged alphabetically by author and within author by publication date. No index. bibl col
self

394. Long, Albert. Gah. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1971, 17 p. (Not Available - Fasthorse, Supplement ABNRM, 151).

Story about rabbits. Glossary with English translations. lit prim

395. Martin, Judy. Shaa ni. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1972, 12 p.

Workbook of exercises in drill stem completion in Navajo. Page is split horizontally in an effort to help the child teach himself. Preface in English, text in Navajo. Illustrated voc prim

NAVAJO - BILINGUAL cont'd

		Content	Level
396.	Morgan, William, Sr. Bik'ehgo nánidizídí - Calendar for October 1974 - September 1975. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1974. Calendar with months and days of week in Navajo, using Navajo annual cycle. Each month has explanation in Navajo of an event or ceremony which occurred or occurs in that month. Translation of these paragraphs is on front page. Illustrated with drawings.	lit	adv
397.	_________. Teaching the Navajo language. Navajo Studies at Navajo Community College, Many Farms, Arizona. 1971, pp. 83-109. (Not Available - Fasthorse, Supplement ABNRM, 165). Presents Navajo alphabet, discusses content of Navajo language courses at Navajo Community College, includes a dialogue using Navajo medical terms.	script meth	self
398.	Navajo Christian Reading. Born to die. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 8 p. Story of the birth of Jesus. Navajo and English on facing pages.	lit	adv
399.	_________. The Christian and tithing. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 10 p. Explanation of the tithe in both English and Navajo.	lit	adv
400.	_________. The Christmas story. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 2 p. The annunciation to the shepherds as given in Luke 2: 8-14. English and Navajo versions on facing pages.	lit	int
401.	_________. Following the crowd. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 9 p. Story from the book of Daniel about being steadfast in faith, in English and Navajo.	lit	adv
402.	_________. For Christian boys and girls. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 4 p. Tract about the body as God's temple. In Navajo and English.	lit	adv

NAVAJO - BILINGUAL cont'd

	Content	Level
403. Navajo Christian Reading. The Gift of God. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 6 p. Christmas tract in English and Navajo.	lit	adv
404. __________. Good news. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 7 p. Quotations from scripture in English and Navajo.	lit	adv
405. __________. The Greedy monkey. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 5 p. Story about Africans trapping a monkey - an analogy of the way the devil tries to catch sinners. For children and young people. In English and Navajo.	lit	adv
406. __________. He died in our place. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 6 p. Explanation of the reasons for the crucifixion. Navajo and English on facing pages.	lit	adv
407. __________. Hell: eternal suffering. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 6 p. Bible passages about the existence of hell. English and Navajo.	lit	adv
408. __________. How to live for God. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 6 p. Instructional scriptural quotations presented in Navajo and English.	lit	adv
409. __________. Learning to read Navajo. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 6 p. Instruction for Navajo speakers who read only English. Lessons in vowel and consonant sounds of Navajo.	script	prim
410. __________. Naabeehó ashkii bijéí - A Navajo boy's heart. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 25 p. Religious discussion between a Navajo boy and a missionary, resulting in the boy's conversion to Christianity. Navajo version precedes English version. Illustrated.	lit	adv

NAVAJO - BILINGUAL cont'd

		Content	Level
411.	Navajo Christian Reading. The Octopus. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 5 p. Religious lesson drawn from the life of the octopus. For children and young people. In English and Navajo.	lit	adv
412.	__________. Old Testament Bible Stories from Genesis - Diyin God Bizaad Bee'aha'deet'a Ałtsehigii Hodesshzhiizh Biyi'doo Baahanę'ii Ła'. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. 1965, 100 p. Creation story, story of Adam and Eve, the Flood, the Tower of Babel, Abraham and Isaac, Isaac's wife, Jacob and Esau, and the story of Joseph. Navajo version of each story precedes English version. Illustrated.	lit	adv
413.	__________. One thing God wants you to do. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 7 p. Tract about accepting Jesus as one's saviour. In English and Navajo.	lit	adv
414.	__________. Salvation. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 2 p. Three passages from the Bible relating to salvation. Presented in English and Navajo.	lit	int
415.	__________. Someday you will stand before God. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 7 p. Quotations from the Bible in English and Navajo.	lit	adv
416.	__________. Some helps for new Christians. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 4 p. Scriptural quotations for the spiritual growth of converts. In English and Navajo.	lit	adv
417.	__________. Speckle. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 6 p. Analogy of Christ's atonement, in terms of a hen who gives her life for her chicks. Story for children.	lit	int

NAVAJO - BILINGUAL cont'd

		Content	Level
418.	Navajo Christian Reading. Speckle and other stories. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. 1970, 35 p. Series of seven short stories about animals. Navajo version is presented first, followed by English version. Illustrated.	lit	int
419.	________. Ten things God wants you to know. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 11 p. Scriptural verse in Navajo and English.	lit	adv
420.	________. There is only one. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 7 p. Quotations from scripture, in Navajo and English.	lit	adv
421.	________. Unto us a savior. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 5 p. Christmas tract of Bible quotations, in English and Navajo.	lit	
422.	________. What's the answer? Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 6 p. Answers to ten questions about Christianity. In English and Navajo.	lit	int
423.	________. Which church saves? Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 12 p. Scriptural verses chosen to show that Jesus alone saves - not any particular church, religion or one's own good works. In English and Navajo.	lit	adv
424.	________. Which religion is right? Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 7 p. Tract about the necessity of Christ for salvation. In English and Navajo.	lit	adv
425.	________. Why he loved Christ. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. ca. 1965, 4 p. Story about the faith of a Christian Indian.	lit	adv

NAVAJO - BILINGUAL cont'd

		Content	Level
426.	The Navajo Times. The Navajo Tribe, P.O. Box 310, Window Rock, Arizona. Weekly issues from January 1974 - December 1974.		
	Weekly review of national, local, and tribal news from the Navajo viewpoint. Each issue has a page on learning the Navajo language.	voc phon pron lit	ref
427.	Platero, Paul R. Diné bizaad hazaalyé. Navajo Community College, Chinle, Arizona. 1969. (Not Available - Spolsky ABNRM-103).		
	First unit in a series of lessons in Navajo.		prim
428.	__________. Diné bizaad n'aníl'įįh - Navajo language review, Vol. 1, No. 1-4. Center for Applied Linguistics, Arlington, Virginia. 1974, 210 p.		
	Fourteen articles on Navajo linguistics. The majority of the articles are in English, but two are entirely in Navajo. The articles tend to be technical, but are addressed to those involved in Navajo and bilingual education.	gram pron voc	col
429.	Platero, Paul (Editor). Papers on Navajo linguistics. Dine Bi'ólto' Association, Incorporated. Ganado Arizona. 1973, 165 p.		
	Nineteen linguistic papers on Navajo, by various Navajo linguists. Some are in English, some in Navajo.	gram voc phon	col adv
430.	Rough Rock Demonstration School. Arts and crafts. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1972, 9 p.		
	Description of several crafts. Instruction for construction of crafts items is primarily in Navajo, but sometimes also in English. Crafts involved are basket weaving, rug weaving, and bead work.	lit	int
431.	Sapir, Edward and Harry Hoijer (Editors). The Origin of the Salt Clan. In William Slager (Editor). Language in American Indian Education, Bureau of Indian Affairs, Albuquerque, New Mexico. Fall 1971, pp. 88-89.		
	Legend of the origin of the Salt Clan of Navajos, presented first in Navajo, then in English translation.	lit	self

	Content	Level
NAVAJO - BILINGUAL cont'd		
432. Sapir, Edward and Harry Hoijer. The phonology and morphology of the Navajo language. University of California Publications in Linguistics, No. 50, Berkeley, California. 1967, 124 p.		
Linguistically oriented. Contains sections on: (1) Phonemes; (2) Morphophonemics; (3) The Noun; (4) Postpositions; (5) The Verb; (6) The Particle; and (7) Tables.	phon gram	col
433. Saville, Muriel R. Dine bi'olta saad naaki yeeyalti'ii binaa hsoos t'aala'igii. Navajo-English curriculum guide, kindergarten level. University of Texas, Austin, Department of Curriculum and Instruction. 1970, 383 p. (ERIC ED045967).		
Provides information on bilingualism and its consequences, needs of Navajo children, Navajo and English languages, methods for first and second language instructions for young children, evaluative techniques for teaching methods, materials and progress of students. Also gives specific suggestions and sample instructional materials for four curriculum content areas.	meth	col self
434. Schwanke, Jack H. (Editor). Coyote and Santa, rodeo, man, boy and donkey. Rough Rock Demonstration School, Navajo Curriculum Center, Chinle, Arizona. 1970, 32 p. (Not Available - Spolsky ABNRM-91).		
Three plays with themes compatible with Navajo culture. First two are original, third is adaptation of European folk tale.	lit	
435. Schwanke, Jack H. Hweelde, The Long Walk. Rough Rock Demonstration School, Navajo Curriculum Center, Chinle, Arizona. 1970, 80 p. (Not Available - Spolsky - ABNRM-92).		
Dramatic reading of story about episode in Navajo history.	lit	inter
436. Son of Former Many Beads. English translation by Robert W. Young and William Morgan, Sr. Navaho Historical Series I: The Ramah Navajo - Tłóhchiníjí Diné Kéédahat'íinii. Publications Service, Haskell Institute, Lawrence, Kansas. 1967, 17 p. (Not Available - Spolsky, ABNRM-105).		
Retelling of important events from Navajo viewpoint.	lit	self

NAVAJO - BILINGUAL cont'd

	Content	Level
437. Spolsky, Bernard, Agnes Holm and Penny Murphy. Analytical bibliography of Navajo reading materials. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1970, 106 p. Annotated bibliography of English, Navajo and Navajo/English materials developed for and by the Navajo tribe. One hundred and forty-one numbered entries arranged according to language used, and within language, by sponsoring agency. Each entry contains data on format, price, preparing and publishing agency. Covers 1940 to 1970.	bibl	self
438. Spolsky, Bernard et al. A spoken word count of six-year-old Navajo children with supplement - Complete word list. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1971, 212 p. Navajo word list compiled from interviews of over 200 Navajo six year old children. Discusses word count and interview texts in terms of (1) number of sentences, (2) number of words, (3) number of tokens, (4) type-token ratios, and (5) word-length. Words are grouped in order of frequency.	voc meth	col
439. Tsinnie, Lolita. Language acquisition, Vol. 1. Dine Biolta' Association, Language and Culture Summer Workshop, Rough Rock Demonstration School, Rough Rock, Arizona. 1973, 181 p. One hundred and eighty-one on-site observations of the language behavior of Navajo children aged one to six. English and Navajo words used by the children are given. Should be useful base information for school entry level language teaching.	voc	prim
440. Tsinnie, Lolita M. (Editor). Navajo short and long vowels, book I. Dine Bi'olta' Association, Language and Culture Summer Workshop, Rough Rock Demonstration School, Rough Rock, Arizona. 1973, 250 p. Workbook for children on Navajo vowels. Vowels are presented in upper and lower case with instructions and space for writing them, words using these vowels, and various exercises in recognition of written forms. Illustrated. Introduction and content outline, including translation of Navajo vocabulary, in English.	voc script	prim

NAVAJO - BILINGUAL cont'd

	Content	Level
441. Werner, Oswald, Kenneth Y. Begishe and June Werner. The Anatomical atlas of the Navajo, sixth revision of illustrations. Northwestern University at Tsegi, Arizona. 1968, 34 p. Anatomical drawings of various parts of the human body, with labels in Navajo and English. Areas labelled are those seen as discreet areas by Navajo.	voc	int
442. Wilson, Alan. Basic medical Navajo: an introductory text in communication. University of New Mexico, Gallup Branch, Gallup, New Mexico. 1973. (Not Available - Kari NLB, p. 37).		
443. ________. Laughter: the Navajo way. Humorous stories of the people (in Navajo and English). Vol. 1. Alan Dennison, University of New Mexico, Grants Branch, Gallup, New Mexico. 1970, 130 p. (ERIC ED043881). Includes three types of humor - (1) word plays in Navajo, (2) bilingual word plays between Navajo and English and (3) situational stories. Stories are presented in Navajo with English gloss. Each story followed by explanations of text, individual words, verb paradigms, and cultural notes relevant to text.	lit gram	int self
444. ________. Breakthrough Navajo: an introductory course. University of New Mexico, Gallup Branch, Gallup, New Mexico. 1969, 238 p. Introduction to Navajo for English speakers. Emphasis on pronunciation. Author suggests that only useful way to master language is to use it in real life not just in classroom. Audio-tape available.	pron voc gram	prim
445. Wycliffe Bible Translators. Adam dóó Eve, Kéin dóó 'Éibel Baa Hane' - The Story of Adam and Eve, Cain and Abel. Wycliffe Bible Translators, Incorporated, Farmington, New Mexico. ca. 1965, 19 p. Two Old Testament stories. Navajo version on recto, English on verso. Illustrated.	lit	int
446. ________. Diyin God Bizaad Bóhooł'aahgo Yeeníká-adoolwołígíí - Helps for Bible Study. Wycliffe Bible Translators, Incorporated, Farmington, New Mexico. ca. 1965, 72 p. Essays in background to the Bible and Bible study, capsule descriptions of the books of the New Testament. Navajo version in first half of book, English version in second half of book.	lit	adv

NAVAJO - BILINGUAL cont'd

		Content	Level
447.	Wycliffe Bible Translators. Hane' Yá'át'éehii Jesus Christ bee Yisdá'iildéehii - The Good news of salvation through Jesus Christ. Wycliffe Bible Translators, Incorporated, Farmington, New Mexico. ca. 1965, 81 p.		
	Synopsis of the Old and New Testament. Navajo on recto, English on verso. Illustrated.	lit	adv
448.	__________. Ho dee yáá dą́ą́' Hane 'ii - Story of Creation (Old Testament Stories, Book I). Wycliffe Bible Translators, Incorporated, Farmington, New Mexico. ca. 1965, 25 p.		
	The creation of the world according to the Old Testament. Navajo on recto, English on verso. Illustrated. Contains a Navajo-English vocabulary at end.	lit	int
449.	__________. I want a job - Naanish hanishtá. Distributed by Bookstore, 2103 West Main Street, P.O. Box 1230, Farmington, New Mexico. ca. 1965, 16 p.		
	Series of brief dialogues appropriate to (1) the employment office, (2) the gas station, and (3) the doctor's office. Navajo on recto, English on verso. Illustrated.	lit	prim self
450.	__________. Learning English - Bilagáana bizaad bíhoo'aah. Navajo Mission's Press, P.O. Box 1230, Farmington, New Mexico. ca. 1965, 28 p.		
	Series of sentences and short dialogues with controlled vocabulary. Navajo on verso, English on recto. Followed by list of kinship terms.	voc	prim self
451.	__________. Noah, Béíbel Baa Hane' (Old Testament Stories, Book 3). Wycliffe Bible Translators, Incorporated, Farmington, New Mexico. ca. 1965, 19 p.		
	Old Testament stories of Noah and the Tower of Babel. Navajo version is presented on recto and English on verso. Illustrated.	lit	int

NAVAJO - BILINGUAL cont'd

452. Yazzie, Dollie L. Teacher's guide to accompany Navajo music. Diné Bi'ólta Association. Incorporated. Rough Rock Rural Branch, Rough Rock, Arizona. 1970, 54 p.

	Content	Level
To accompany two phonograph records of songs in Navajo for cultural enrichment in Navajo classrooms. Songs include traditional songs, new songs to traditional tunes and familiar English tunes with Navajo lyrics. Each song is annotated as to type and cultural background. Lyrics are given, and specific vocabulary items are isolated and defined in English.	lit voc	int

453. Young, Robert W. and William Morgan. The Navaho language; the elements of Navaho grammar with a dictionary in two parts containing basic vocabularies of Navaho and English. Publication of the Education Division, United States Indian Service, Salt Lake City, Utah. 1972. Varied paging. (Reprint of 1943 edition.)

	Content	Level
This work is in three parts - outline of Navajo grammar, Navajo-English vocabulary, and English-Navajo vocabulary. Also a brief section on the Navajo sound system. Navajo-English portion of the vocabulary is largest element in book. Index.	voc gram phon	self

NAVAJO - MONOLINGUAL, NAVAJO

454. American Bible Society. God Bizaad, Bee'aha'deet'ą́ Áłtséhígíí - Genesis, Exodus, Joshua, Ruth, Psalms, Jonah. Distributed by Navajo Missions, Incorporated, Box 1230, Farmington, New Mexico. 1966, 780 p. (Not Available - Spolsky ABNRM-56).

	Content	Level
Six books of the Old Testament in Navajo.	lit	self

455. __________. Nihi bóhólníihii dóó Visdánihiiniíłii aniidiii. The New Testament. American Bible Society, New York. 1966, 809 p.

	Content	Level
Entire New Testament presented in Navajo.	lit	self

456. Atcitty, Marlene. Da'iidą́. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1973, 8 p.

	Content	Level
Story in Navajo explaining various ways of saying someone is eating; e.g. "She is eating" said differently from "They are eating." Illustrated by Caryl McHarney.	voc	prim

NAVAJO - MONOLINGUAL, NAVAJO cont'd

		Content	Level
457.	Atcitty, Marlene and Richard Johnsen. Deezbaa'. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. ca. 1970, 8 p. (Not Available).		
458.	Atcitty, Marlene. Mósíłgai. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1971, 6 p.		
	Story about the adventures of a cat.	lit	int
459.	Begay, Eleanor. Hand Chart Book to accompany Bruce doo Bił Hóóts 'iid da. Navajo Curriculum Center, Rough Rock Curriculum Center, Chinle, Arizona. 1971, 33 p. (Not Available - Fasthorse, Supplement ABNRM, 144).		
	Vocabulary charts for Navajo text, illustrated by Navajo school children.	voc	int
460.	Begay, Lorene. Naaldlooshii baa hane'. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1972, 35 p. (Not Available - Fasthorse, Supplement ABNRM, 152).		
	Descriptions of nineteen animals.	lit	int
461.	Begay, Rodger. Álástsíi'. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico (For Sanostee-Toadlene Title VII Project, United States Bureau of Indian Affairs). 1974, 8 p.		
	Story in Navajo about seeds.	lit	int
462.	Belone, Nora. Naadą́ą́ haleehgi baa hane'. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1974, 8 p.		
	Story of Indian corn from planting to harvesting. Illustrated.	lit	prim
463.	Benally, Louise and Rose Fasthorse. Johnny dóó Willie. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1973, 11 p.		
	Story of an Indian cowboy and the work he does. Illustrated.	lit	int
464.	Blackhorse, B.A. Hilda. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1974, 12 p.		
	Story of a Navajo girl's life at school and at home. Illustrated.	lit	int

NAVAJO - MONOLINGUAL, NAVAJO cont'd

		Content	Level
465.	Dennison, Johnson. Télii Yázhí. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1971, 10 p. (Not Available - Fasthorse Supplement ABNRM, 145). Story about a little donkey who gets separated from his mother and makes some interesting discoveries. Illustrated.	lit	prim
466.	Dick, Galena. Ats'íís. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1972, 21 p. (Not Available - Fasthorse, Supplement ABNRM, 150). Gives Navajo terms for various body parts. Illustrated.	voc	prim
467.	Dick, Lynda A. and Lorene Begay. Na'niłkaadii bilééchąą'í hazlį́į'. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1972, 21 p. (Not Available - Fasthorse Supplement ABNRM, 149). Story of a new sheep dog who causes trouble with the flock of sheep.	lit	int
468.	Dine Biolta Association. Ałk' idą́ą' jiní. Dine Biolta Association, Rough Rock, Arizona. 1971, 66 p. Series of short articles by various authors. Illustrated.	lit	adv
469.	Dotson, Rebecca. Kii. Rough Rock Demonstration School, Navajo Curriculum Center, Chinle, Arizona. 1970, 24 p. (Not Available - Spolsky ABNRM-86). Story of a Navajo family, written and illustrated by Navajo children.	lit	prim
470.	Enochs. J.B., Little Man's Family, Diné Yázhí Ba'ałchíní, Reader. Paul Platero, Navajo Community College, Chinle, Arizona. 1969, 30 p. (originally published bilingual, 1950). (Not Available - Spolsky ABNRM-104). Story of typical Navajo family's life. Illustrated.	lit	prim
471.	Hale, Benny. Baa'. Navajo Reading Study. University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1972, 8 p. Story of a day in the life of a Navajo girl named "Baa'."	lit	prim

NAVAJO - MONOLINGUAL, NAVAJO cont'd

	Content	Level
472. Harvey, Frank. Saad t'áá aaníí wójíhígíí (The Words that have their true meaning). Rock Point Community School, Chinle, Arizona. 1974, 86 p. Thirteen chapters, each focusing on one word - its meaning, its use in sentences, etc. Words discussed are - watermelon, car, sundown and sunrise, greetings and howdy, rainbow, earth, corn pollen, fire poker, house, weed, dog and poodle, butterfly and buffalo. Illustrated.	voc	adv
473. Harvey, Judy. Hastiin ch'ahii. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1972, 24 p. Book in Navajo about different hats that suit different types of people.	lit	prim
474. __________. Hastóí táá. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1972, 8 p. (Not Available - Fasthorse, Supplement ABNPM, 185). Comic story of a blind man, a deaf man and a crippled man. Illustrated.	lit	int
475. __________. Na'ahoohaidi. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1972, 8 p. Story in Navajo of a Navajo girl and her horse. Illustrated by Paul Wilson.	lit	prim
476. __________. Pábíí dóó Másí. Navajo Reading Study, University of New Mexico. 1805 Roma, Northeast, Albuquerque, New Mexico. 1972, 16 p. Story about a cat and a dog playing with a ball. Illustrated.	lit	prim
477. __________. Shaaní. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1972, 13 p. Exercises with use of appropriate verb stem. Illustrated.	gram	prim
478. Henderson, Jerry. Łíį́'baa hane'. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1974, 16 p. Description of a horse - its behavior, use and the parts of its body. Illustrated.	lit	int

NAVAJO - MONOLINGUAL, NAVAJO cont'd

		Content	Level
479.	Martin, Judy Harvey. Haalá wolyé. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1972. (Not Available - Fasthorse, Supplement ARNPM, 189). A riddle book.	lit	int
480.	Mitchell, Charlie. Áłk'idą́ą́ ádahóót įįdii beehániihiníí baa hané' (The Story of what happened a long time ago, as remembered). Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1974, 26 p. A description of the grievances the Navajos have experienced at the hands of other Indian tribes and of Anglos. Illustrated.	lit	adv
481.	__________. Łį́į́'hazlį́į́'dą́ą́'hane' (Story of when the horse arrived). Navajo Reading Study, University of New Mexico. 1805 Roma, Northeast, Albuquerque, New Mexico. 1974, 11 p. Description of how the horse first came to the Navajo, how the Navajo adapted to the horse and how the horse changed Navajo life. Illustrated.	lit	adv
482.	Nahkai, Ray C. Bahi baahane. Panorama Press, P.O. Box 15101, Rio Rancho, New Mexico (for Sanostee-Toadlena Title VII Project). 1973, 12 p. Story in Navajo about a Navajo boy named Bahi's life at school and at home. Illustrated.	lit	int
483.	__________. Hooghadi ádaa'áhayą́. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1974, 23 p. Tells about the causes of accidents in the home - playing with matches, etc. Illustrated.	lit	int
484.	Navajo Christian Reading. Jesus baahane'. Navajo Christian Reading, Route 1, Box 2F, Cortez, Colorado. 1967, 16 p. Story of the life of Jesus of Nazareth, in comic book form. Color illustrations.	lit	self

NAVAJO - MONOLINGUAL, NAVAJO cont'd

		Content	Level
485.	Navajo Reading Study. Tł'ohchiníjí Diné Kéédahat'íinii baa hane' (The story of the people of Ramah). Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1973, 28 p. A description of Navajo life in times past in the eastern part of the Navajo reservation. Also a discussion of the archaeologists who came to the area to study ancient dwellings in the area. Illustrated.	lit	adv
486.	__________. Tsé nikání hoolyéegi hóóchį' yęę baa hane' (The Trouble at Round Rock). Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1973, 48 p. Description of conflicts between Anglos and Navajos in the Round Rock area as a result of the introduction of railroads and schools. Illustrated.	lit	adv
487.	Platero, Paul R. Ayóo honishyoi. Navajo Community College, Chinle, Arizona. 1968, 16 p. (Not Available - Spolsky ABNRM-102). Aimed at giving the Navajo student a sense of self-identity.	lit	inter
488.	__________. Diné bizaad bibeeha záanii. Dine Bi'olta' Association, Navajo Linguistics Workshop, Massachusetts Institute of Technology, Department of Linguistics, Cambridge, Massachusetts. 1972, 62 p. (Not Available - Fasthorse, Supplement ABNRM, 1974). Introduction to Navajo syntax for Navajo speakers.	synt	adv
489.	Preston, Scott. 'Ał'ąą dadine'é (Different tribes). Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1973, 7 p. Discussion of Navajo relations with other tribes of Indians, including exchange of goods and ideas with Apaches, Comanches, Utes and Pueblos. Illustrated.	lit	adv
490.	__________. Ałki'dą́ą́' 'oozéé' asdjįd jiní (It was told that the Hopi tribe was extinct). Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexcio. 1973, 7 p. Retelling of a legend about a Navajo raid upon Hopi in which all Hopi men were killed and the women and children were joined to the Navajo tribe.	lit	adv

NAVAJO - MONOLINGUAL, NAVAJO cont'd

	Content	Level
491. Rock Point Bilingual Education Project. Saad bee ahaa nitsáhákeesígíí (Words of encouragement, memories and thoughts). Rock Point Community School, Chinle, Arizona. 1974, 12 p. Short writings by various authors, telling about how they react to friendship, loneliness, and life. Illustrated.	lit	adv
492. Rough Rock Demonstration School. Navajo alphabet cards; consonants. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1972. Set of 31 letters or letter combinations and three glottal stops ('), to be used with primary grades as introduction to Navajo alphabet. On cardboard.	script	prim
493. Sandoval, Chic. Naabeeho 'at' a a dadine'ii. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1973. Nine book series in Navajo about different districts within the reservations. Print is small. Few illustrations, varying pagination.	lit	int self
494. Sanostee-Toadlena Title VII Project Staff. Ádaa'áháyá. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1974, 16 p. Story about all the accidents that befall a careless and thoughtless young man and the people he comes across. Illustrated.	lit	int
495. __________. Chizh dóó tsin. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1973, 10 p. Story about gathering and using wood for building and for fuel, on the Navajo reservation.	lit	prim
496. __________. Dąąn Náhásdįį'. Panorama Press, P.O. Box 15101, Rio Rancho, New Mexico. 1973, 11 p. Story about the land and some daily activities of the Navajo. Illustrated.	lit	int
497. __________. Mą'ii dóó náshdóí baa hane'. Sanostee-Toadlena Title VII Project, Panorama Press, P.O. Box 15101, Rio Rancho, New Mexcio. 1973, 11 p. Story in Navajo of a coyote and a bobcat. As usual in coyote stories, the coyote here ends up the loser. Illustrated by Jerry Henderson.	lit	int

NAVAJO - MONOLINGUAL, NAVAJO cont'd

		Content	Level
498.	Sanostee-Toadlena Title VII Bilingual Education Project Staff. The Navajo alphabet. Title VII Bilingual Education Project, Sanostee Boarding School, Shiprock, New Mexico. 1973, 34 p.		
	Presentation of Navajo alphabet, one letter per page, with a word illustrating use of that letter and a drawing. There are 34 characters in the Navajo alphabet.	script voc	prim
499.	Sanostee-Toadlena Title VII Project Trainees. Na'ahoohaił chí'í. Sanostee-Toadlena Title VII Project Trainees, Panorama Press, P.O. Box 15101, Rio Rancho, New Mexico. 1973, 28 p.		
	Story in Navajo of the "Little Red Hen" who wanted help while she made bread. Cat, dog, pig and goat refuse to help, but then want to eat the finished product. Hen won't give them any. Illustrations by Jack Schwanke.	lit	prim int
500.	Schwanke, Jack H. and Ethelou Yazzie. Behe (Orphan lamb). Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1970, 24 p. (Not Available - Spolsky ABNRM-90).		
	Story of a lamb in search of a foster mother. Produced in conjunction with a class of 8 year old Navajo students. Illustrated with photographs.	lit	prim
501.	Silentman, Irene. Chidíłtsooí dóó gólízhii. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1973, 16 p.		
	Story in Navajo about a school bus that picks up its passengers on the way to school - including a skunk.	lit	int
502.	__________. Dah díníighaazh. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1972, 12 p.		
	Story in Navajo of a young man who takes some fry bread that his mother has made. Another boy takes it from him, and a dog takes it from the second boy.	lit	int
503.	__________. Jasper. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1971, 5 p.		
	Story in Navajo about a boy and his basketball. Illustrated by Caryl McHarney.	lit	prim

NAVAJO - MONOLINGUAL, NAVAJO cont'd

		Content	Level
504.	Silentman, Irene. Shiléécha̧á'í. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1973, 8 p.		
	Story in Navajo of a pet dog who chases rabbits, prairie dogs, birds, and cats, but who is frightened by coyotes. Illustrated by Caryl McHarney.	lit	prim
505.	Sisco, Wilfred. Deestsin. Panorama Press, P.O. Box 15101, Rio Rancho, New Mexico. 1973, 20 p.		
	Story about the pinon tree and the different uses of its products, i.e., lumber, fuel, nuts. List of words used at back of book. Illustrated.	lit	int
506.	Southern Baptist Convention. Haa'isha'da 'iidiiltah (Let's Read Navajo). Southern Baptist Convention Home Mission Board, Atlanta, Georgia. 1969, 44 p. (ERIC ED035856).		
	Beginning text in Navajo. Introduces symbols for sounds, words and simple sentences. Illustrated.	voc script	prim
507.	Tsinajinnie, Leroy. Has tį̨į ts'ó sí. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1973, 20 p.		
	Humorous story about a horse, a Navajo and a coyote. Illustrated.	lit	prim
508.	Tsinajinnie, Stella. Aa' aa'. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1974, 28 p.		
	Humorous illustrations of words using the sound aa'. Illustrated.	lit	prim
509.	________. Ałk'idą́ą́' bisóodi shilį́į́' nít'éé'. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1974, 20 p.		
	Story of a Navajo girl and her pet pig. Illustrated.	lit	int
510.	________. Bits'ą́ą́ dóó ho sé lį́į́ í gíí. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico (for Rock Point Community School, Chinle, Arizona). 1973, 7 p.		
	Description in Navajo of relationship and kinship terms.	lit voc	prim

Content Level

NAVAJO - MONOLINGUAL, NAVAJO cont'd

511. Viers, Gerald. Zhiní yinishyé. Ramah Navajo School Board, Incorporated, P.O. Box 248, Ramah, New Mexico. 1965, 9 p.

Story about a little black lamb who finds a friend in a sheep dog. Illustrated. lit prim

512. Wallace, Laura and Jack H. Schwanke. Akalii choii (Sloppy cowboy). Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1970, 80 p. (Not Available - Spolsky ABNRM-93).

513. ________. Awee chideeldlo (Baby's first laugh). Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1970, 24 p. (Not Available - Spolsky ABNRM-94).

Story of a Navajo baby's first laugh party. Illustrated. lit inter

514. Wallace, Laura and Dottie Hobsen. Gai bichei. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1971. 15 p. (Not Available - Fasthorse Sup. ABNRM, 146).

Story about a little Navajo boy who takes strange things to school. Illustrated. lit int

515. Wallace, Laura. Navajo alphabet and letter sounds. Rough Rock Demonstration School, Navajo Curriculum Center, Chinle, Arizona. 1970, 45 p. (Not Available - Spolsky ABNRM-95).

Picture alphabet with illustrations of familiar Navajo objects. script prim

516. Watchman, John. Ałk'idą́ą́' diné yee dahináanii baa hane' (The Navajo of Long Ago and their Sources of Survival). Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1974, 10 p.

Discussion of seven major sources of food and material for Navajos of the past - wild animals; corn; pinon; alfalfa, apricots and prunes; sheep and cattle, milk, and weaving. Illustrated. lit adv

517. Wilson, Paul. Tsé nitsaa deez'áhi hoolyéedi tsé holónigíí (The names of all the historical Buttes in Standing Rock, Arizona). Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1974, 24 p.

Description of the buttes in the vicinity of Standing Rock, and their names as related to their appearances. Illustrated. lit adv

Content Level

NAVAJO - MONOLINGUAL, NAVAJO cont'd

518. Yazzie, Emma Jean. Naaldlooshii baa hane. Panorama Press, P.O. Box 15101, Rio Rancho, New Mexico (for Sanostee-Toadlena Title VII Project). ca. 1970, 21 p.

Book in Navajo about animals. Each animal is pictured on the recto and a paragraph about the animal is on the verso. lit int

519. __________. Shíla'. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico (for Sanostee-Toadlena Title VII Project, Navajo Area Office, Bureau of Indian Affairs). 1974, 12 p.

Discussion, in Navajo, of hands and fingers. Illustrated with photographs of a child's hands. lit prim

520. Yazzie, Etta M. and Paul Yazzie. Ashdla'go shibee ákohwiinidzinii. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico (for Sanostee-Toadlena Title VII Project, Navajo Area Office, Bureau of Indian Affairs). 1974, 12 p.

Title can be translated as "My five senses." Illustrations are pictures of Navajo girl investigating her senses. Authors hope this work will help Navajo children know the importance of the senses in their daily lives. lit prim

521. Yazzie, Etta M. K'os. Panorama Press, P.O. Box 15101, Rio Rancho, New Mexico. 1973, 16 p.

Story about clouds. Illustrated. lit int

522. Yazzie, Paul J. Ał'aa' át'éego ádaalya. Panorama Press, P.O. Box 15101, Rio Rancho, New Mexico. 1967, 19 p.

Discussion in Navajo of shapes of different items. Illustrated. Product of Sanostee-Toadlena Title VII Project. lit prim

523. Yazzie, Paul J. and Etta. Jóhonaa'éí dóó Nahasdzáán. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1974, 16 p.

Description of the earth and its place in the solar system. Illustrated in color. lit prim

	Content	Level
NAVAJO - MONOLINGUAL, NAVAJO cont'd		
524. Zim, Herbert S. Translated by Kenneth Y. Pegishe. Ha'át'íisha' shighi' hólǫ́ ? Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1968, 30 p.		
Introduction to anatomy, using Navajo terms and Navajo models. Illustrated	lit	int
NAVAJO - MONOLINGUAL, ENGLISH		
525. Aragon, Claude, Wallace Cathey. Dan and his pets, Books One through Five. Shiprock Independent School District, No. 22, New Mexico. 1969, 227 p. (ERIC ED034635).		
Reading series aimed at acquainting Navajo child with basic spelling patterns in English. Background of Navajo reservation is used to increase reader interest. Illustrated.	voc	elem
526. __________. Dan and his pets, Teacher's manual. Shiprock Independent School District, No. 22, New Mexico. 1968, 174 p. (ERIC ED034636).		
Teaching procedures to accompany books one through three of the Dan and his pets series. Emphasis on spelling patterns with most commonly used consonants and 'short' vowels.	meth	col
527. Atcitty, Marlene et al. Preparing reading materials in Navajo. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1971, 26 p.		
Discussion of the processes involved in preparing pilot materials aimed at enabling Navajo children to read their native language. Results of some of experimental use of materials.	meth theor	col self
528. Bureau of Indian Affairs. English as a second language on the Navajo reservation: a teacher-training program. Bureau of Indian Affairs, Department of Interior, Washington, D.C. ca. 1968, 16 p.		
Established program explained through lectures by specialists in related fields - linguistics, ESL, psychology, speech, and education. Program largely project of Dr. Gina P. Harvey and English Department at Colorado State University.	theor meth	col

NAVAJO - MONOLINGUAL, ENGLISH cont'd

		Content	Level
529.	Bureau of Indian Affairs. Enrichment material for first and second year language laboratory program for "A course in spoken English for Navajos." Bureau of Indian Affairs, Brigham City, Utah, Instructional Service Center. 1968, 240 p. (ERIC ED074804). Intended for Navajos with a third to seventh grade reading achievement level. Table of contents.	pron gram lit	int
530.	__________. Helpful hints for new BIA teachers. Bureau of Indian Affairs, Window Rock, Arizona. 1969, 54 p. (ERIC ED034601). Suggested lesson plans for ESL instruction. Also contains a discussion of reading difficulties and means of using ESL in reading instruction.	meth	col self
531.	Callaway, Sydney M., Gary Witherspoon, et al. Grandfather stories of the Navajo. DINE, Incorporated, Board of Education, Rough Rock Demonstration School, Navajo Curriculum Center, Chinle, Arizona. 1968, 77 p. (Not Available - Spolsky ABNRM-13). Deals with Navajo culture.	lit	int
532.	Carlson, Vada and Gary Witherspoon. Black Mountain Boy; a story of the boyhood of John Honie. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1968, 81 p. Story of events that occurred during the childhood of ahighly respected medicine man. Work is intended for use by Navajo students. Positive self-image of Indian child is stressed.	lit	int
533.	Cathey, Wallace. Joe and his happy family, Book one and two. Shiprock Independent School District No. 22, New Mexico. 1968, 58 p. (ERIC ED034637). Readers aimed at increasing reading interest and English vocabulary among Navajo children. Book one depicts life on the reservation, book two moves to a town and uses abstract words.	voc	elem
534.	Center for Applied Linguistics. Conference on Navajo Orthography. Center for Applied Linguistics, English for Speakers of Other Languages Program, 1717 Massachusetts Avenue, Northwest, Washington, D.C., 1969 16 p. (Not Available - Spolsky ABNRM-117). Conference proceedings and recommendations on Navajo Orthography.	script meth	col self

NAVAJO - MONOLINGUAL, ENGLISH cont'd

	Content	Level
535. Center for In-Service Education. But it can't wear glasses. Center for In-Service Education, P.O. Box 754, Loveland, Colorado. 1974. (Not Available).		
Reader designed to illustrate "can-can't" distinction. Written and illustrated by Navajo students in Tuba City. For grades 1-4.	voc	prim
536. __________. I am bigger than. Center for In-Service Education, P.O. Box 754, Loveland, Colorado. 1974. (Not Available).		
Reader designed to teach comparisons. Written and illustrated by Navajo students in Tuba City. For grades 1-4.	gram	prim
537. CITE, Inc. Bilingual-bidialectal switching strand. CITE, Inc., 1081 Gayley, Los Angeles, California. 1972, 78 p.		
Ten detailed lesson plans for first grade Navajo students. Aim is to show child the distinctions among Navajo and two dialects of English - formal English (classroom English) and the more informal English used by Navajo children among themselves (playground English). Only English dialogue is provided. Methodology included.	pron meth	prim
538. __________. Reader: Coyote and Doe. CITE, Incorporated, 1081 Gayley, Los Angeles, California. 1973, 8 p.		
Navajo tale about coyote being outwitted by a doe. Illustrated.	lit	int
539. __________. Reader: Coyote and Horned Toad. CITE, Incorporated, 1081 Gayley, Los Angeles, California. 1973, 10 p.		
Navajo story about a horned toad teaching coyote a lesson.	lit	int
540. __________. Reader: Coyote and Crow. CITE, Incorporated, 1081 Gayley, Los Angeles, California. 1973, 6 p.		
Navajo tale about a crow outwitting coyote. Illustrated.	lit	int

NAVAJO - MONOLINGUAL, ENGLISH cont'd

		Content	Level
541.	CITE, Inc. Reading Strand, Level B, Navajo Unit. CITE, Inc., 1081 Gayley, Los Angeles, California. 1973, 28 p.		
	Three detailed lesson plans focusing on three traditional Navajo stories. First grade reading level.	meth voc	prim
542.	__________. Spelling Book: Comparative of Adjectives. CITE, Inc., 1081 Gayley, Los Angeles, California. 1974, 19 p.		
	Workbook with rules for forming comparisons, spaces for writing comparative forms of given adjectives, etc. Answers provided at back of book. Text discusses Navajo life and land. Second grade level.	script gram	int int
	For the rest of the CITE materials, see Appendix.		
543.	Cook, Mary J. and Margaret A. Sharp. Problems of Navajo speakers in learning English. Language Learning, Vol. 16. 1966, p. 21-29.		
	A discussion of the phonological and grammatical aspects of English most difficult for young Navajos, with reference to the differences between the two languages. Should be of considerable use to teachers of ESL.	phon gram meth	col self
544.	Correll, J. Lee, Editha Watson, and David M. Brugge. Navajo bibliography with subject index. Navajo Parks and Recreation Research Section. Window Rock, Arizona (Revised edition) 2 volumes. 1969, 394 p.		
	A comprehensive, although unannotated, bibliography. Subsequent updating planned. Subject index compiled from those subjects suggested by citation titles and has many cross references.	bibl	self
545.	__________. Navajo bibliography with subject index. Supplement No. 1. Research Report No. 2, Research Section, Museum and Research Section, The Navajo Tribe, Window Rock, Arizona. 1973, 122 p.		
	First supplement to above bibliography. Citations arranged alphabetically by author; good subject index.	bibl	self

NAVAJO - MONOLINGUAL, ENGLISH cont'd

No.	Entry	Content	Level
546.	Davis, Bertha M. Teaching reading to the bilingual child; motivational techniques. Sharing Ideas, Vol. 7, No. 6, Arizona State Department of Education, Phoenix, Arizona. 1970, 69 p. Description of techniques used in teaching reading of English to Navajo children in grades K-8. Gives activities and techniques for each grade level.	meth	col self
547.	Davis, Ruth et al. A Curriculum guide for beginning non-English speaking children. Shiprock Independent School District No. 22, New Mexico. 1969, 66 p. (Not Available - Nafziger, p. 56). Created for the specific needs of the Navajo child. Curriculum presents teacher and student objectives in five language areas - oral English, listening skills, cognitive processes, writing readiness and formal reading readiness; as well as social studies, numbers, science, health and safety, physical education and expressive arts. Suggestions are given for learning activities, instructional materials, and methods of presentation.	meth	
548.	Denunzio, Vincent. A Course in spoken English for Navajo: first year program. Language Laboratory No. I, Bureau of Indian Affairs, Washington, D.C. 1967, 559 p. (ERIC ED074803). Manual concentrates on phonics and increasing skills in spoken English. Prose and poetry are incorporated for cultural enrichment. Plans for work in language laboratory included.	pron	prim
549.	________. A Course in spoken English for Navajos: second year program. Language Laboratory No. II, Bureau of Indian Affairs, Washington, D.C. 1967, 429 p. (ERIC ED074802). A review of difficult English sounds, conversational dialogues, and grammar. Prose and poetry are included for cultural enrichment. Plans for work in language laboratory included.	gram pron	int
550.	Dzilth-Na-O-Dith-Hle Boarding School. Teacher-Aide for Navajo Area. Dzilth-Na-O-Dith-Hle Boarding School, Bloomfield, New Mexico. 1970, 219 p. (ERIC ED049844). Developed from a workshop for teachers and aides in Navajo schools. Includes fingerplays, songs and games for teaching English as a second language, and four original stories to teach reading.	meth	self

NAVAJO - MONOLINGUAL, ENGLISH cont'd

	Content	Level
551. Glendon, Mary Troy. The curious kid. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1971, 16 p. (Not Available - Fasthorse, Supplement ABNRM, 156). Story of a young goat who learns which things he should eat. Illustrated.	lit	prim
552. __________. Hand Chart Book to accompany The curious kid. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1971, 22 p. (Not Available - Fasthorse, Supplement ABNRM, 157). Chart reviewing vocabulary and structure of the reader, The Curious Kid. Illustrated.	voc	prim
553. Gorman, Howard, Scott Preston. Navajo history, Vol. I. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona and Navajo Community College Press. 1970, 250 p. (Not Available - Spolsky ABNRM-15). History of the Navajo people and their lives in the first, second and third worlds and emergence into the present fourth world. Illustrated with photographs and drawings.	lit	self
554. Hale, Kenneth. Navajo linguistics: Part I, II, and III. Massachusetts Institute of Technology, Cambridge, Massachusetts. ca. 1965 Author believes that Navajo linguistics should be taught to native speakers of Navajo. He feels that introduction of Navajo linguistics to Navajo-speaking students early in their education "will serve as a means of introducing the scientific method to students and will, thereby, contribute significantly to their educational development." He discusses some elements of scientific study of Navajo language and suggests how a curriculum of Navajo linguistics might be developed. Manuscript.	meth	col
555. Hoffman, Virginia. Lucy learns to weave: gathering plants. Rough Rock Demonstration School, Navajo Curriculum Center, Chinle, Arizona. 1969, 46 p. (Not Available - Spolsky ABNRM-16). Controlled vocabulary reader for beginning students. Each page illustrated.	lit	elem

NAVAJO - MONOLINGUAL, ENGLISH cont'd

		Content	Level
556.	Hoffman, Virginia, Broderick H. Johnson. Navajo biographies. DINE, Incorporated and Rough Rock Demonstration School, Navajo Curriculum Center, Chinle, Arizona. 1970, 342 p. (Not Available - Spolsky ABNRM-17). Biographies of fifteen Navajo leaders from the eighteenth century to present.	hist	self int
557.	Holm, Wayne S. Some aspects of Navajo orthography. Doctoral dissertation, University of New Mexico. 1972, 370 p. (Not Available - Dissertation Abstract #73-870). Discussion of written Navajo, the difficulty native speakers have in reading and writing the language, and the possibility that these difficulties might be alleviated by omission of all diacritical marks - without loss of comprehension.	pron script	col self
558.	Intermountain School. Language arts curriculum. Intermountain School, Brigham City, Utah. 1972, 54 p. (ERIC ED079758). ESL program for Navajo students. Three levels - Low (first to third grade), Medium (fourth to sixth) and High (seventh and above). Academic year broken into quarters, quarters into units on grammar, writing, speaking and listening, reading and literature.	gram pron lit	prim int
559.	Kane, Katy. The Language arts portion of the CITE curriculum. CITE, Inc., 1081 Gayley, Los Angeles, California. 1973, 14 p. A description of the various language arts, strands of the CITE materials, their relationship to each other, and their contribution to the child's education. See entries under CITE, Incorporated.	meth theor	self
560.	Kari, James. Some suggestions for a university program in Navajo linguistics. Navajo Reading Study, University of New Mexico, 1805 Roma, Northeast, Albuquerque, New Mexico. 1972, 15 p. Author discusses literature on the subject of native speakers of languages as "para-linguists" in a mutually beneficial relationship between a professional linguist and his informant. A relationship defined by Kenneth Hale as a "reciprocal tutorial". Author hopes this is the direction an expanded Navajo program at the University of New Mexico will take. Manuscript.	theor meth	col self

Content Level

NAVAJO - MONOLINGUAL, ENGLISH cont'd

561. Kluckhohn, Clyde and Katherine Spencer. A bibliography of the Navajo Indians. A.M.S., New York, 1972, 93 p. (Reprint of J.J. Augustin, New York, 1940).

Precursor of the Correll bibliography above. Makes no effort to be comprehensive in each subject area but provides indexes of many government documents. Intended primarily as bibliography for anthropologists, so coverage of anthropological works is more extensive than that of other areas. — bibl — col
self

562. National Association for the Education of Young Children. A Kindergarten curriculum guide for Indian children: A bilingual-bicultural approach. National Association for the Education of Young Children, Washington, D.C. 1968, 14 p. (Not Available - Nafziger, p. 25).

A curriculum using the familiar aspects of Navajo life, while broadening students' experience of larger American culture. Curriculum covers language development, social interaction, math, music, foods and health and safety. Appendices and bibliography include enrichment materials. — meth — prim

563. Ohannessian, Sirarpi. Conference on Navajo orthography, Albuquerque, New Mexico, May 2-3, 1969. Center for Applied Linguistics, Washington, D.C. 1969, 18 p. (ERIC ED044668).

Report of a meeting to agree on an orthography for Navajo. Includes recommended script, discussion of purposes for Navajo writing system, and lists of various Navajo alphabets. — script — self
col

__________. Teaching English to speakers of Choctaw, Navajo, and Papago; a contrastive approach. Prepared at the Center for Applied Linguistics for the Bureau of Indian Affairs. Center for Applied Linguistics, Washington, D.C. 1969, 138 p.

See under GENERAL/ESL

564. Roessel, Robert A. and Dillon Platero. Coyote stories of the Navajo people. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1968, 141 p.

Collected stories from the traditional Navajo myths about coyote. These stories are only to be told during the winter months. Designed for use by Navajo children. Illustrated. — lit — int

NAVAJO - MONOLINGUAL, ENGLISH cont'd

	Content	Level
565. Rough Rock Demonstration School. Curriculum guidelines for the skills of English. Rough Rock Demonstration School, Chinle, Arizona. 1969, 133 p. (ERIC ED036389).		
Curricula for preschool, elementary and secondary levels, including English skills, mathematics, social studies, Navajo language, and science.		prim int
566. Sawyer, Marileta. C and Sid. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1971, 16 p.		
Illustration of sibilant and vowel sounds. Short story and page of comprehension questions with blanks for answers. Simple illustrations by Troy Glendon.	pron	prim
567. ________. The gink. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1971, 11 p.		
Story introduces "ink" sounds and words that use it. On several pages, child is required to fill in the desired "-ink" word. Comprehension questions are included. Illustrated by Troy Glendon.	pron	prim
568. ________. Mr. Goat's new hogan. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1971, 24 p. (Not Available - Fasthorse, Supplement ABNRM, 155).		
Story about a goat who convinces several parties to help him build his hogan. Sentences are carefully structured. Illustrated.	lit	int
569. ________. Super grape and the ape. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1971, 12 p.		
Short story based on the word "ape" and words that rhyme with it. Comprehension questions are included. Illustrated by Troy Glendon.	pron	prim
570. Schwanke, Jack H. Close up things. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1970, 24 p. (Not Available - Spolsky ABNRM-21).		
Photographic essay on small objects. Simple English text.	lit	elem

NAVAJO - MONOLINGUAL, ENGLISH cont'd

		Content	Level
571.	Schwanke, Jack H. Kinalda. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1970, 93 p. (Not Available - Spolsky ABNRM-22). Story of a Navajo girl's coming of age ceremony.	lit	elem
572.	________. Navajo pottery. Navajo Curriclum Center, Rough Rock Demonstration School, Chinle, Arizona. 1970, 22 p. (Not Available - Spolsky ABNRM-24). Describes procedure for making Navajo pottery. Illustrated with photographs.	lit	elem
573.	________. Navajo wedding. Navajo Curriclum Center, Rough Rock Demonstration School, Chinle, Arizona. 1970, 60 p. (Not Available - Spolsky ABNRM-25). Story of a traditional Navajo wedding. Illustrated.	lit	elem
574.	Shiprock Independent School District No. 22. Phillip and his family. Shiprock Independent School District No. 22, New Mexico. 1968, 243 p. (ERIC ED035488). Teacher's guide for an oral English program for non-English speaking pupils. Uses the social setting of the Navajo child as a basis of discussion and instruction. Bibliography of enrichment materials.	voc gram pron	elem
575.	Shumway, Cherie. Hello, tree. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1971, 19 p. (Not Available - Fasthorse, Supplement ABNRM, 154). A girl talks to a tree, imagining the things she could do with it. Illustrated.	lit	prim
576.	Sisco, Wilfred. Mother Nature at work. Center for In-Service Education, P.O. Box 754, Loveland, Colorado. 1974. (Not Available). Reader for grades 1-5. Illustrated.	lit	int
577.	________. My uncle. Center for In-Service Education, P.O. Box 754, Loveland, Colorado. 1974. (Not Available). Reader about life on the reservation. For grades 1-5. Illustrated.	lit	int

NAVAJO - MONOLINGUAL, ENGLISH cont'd

		Content	Level
	Slager, William R. (Editor). Language in American Indian education: A newsletter of the Office of Education Programs, Bureau of Indian Affairs, United States Department of the Interior, Albuquerque, New Mexico. Fall 1971, 92 p. See under GENERAL/ESL		
578.	Southern Baptist Convention. Charts and teaching helps for Haa'isha'da'iidiiltah (Let's Read Navajo) based upon techniques developed by Frank C. Lauback. Southern Baptist Convention Home Mission Board, Atlanta, Georgia. 1969, 44 p. (ERIC ED035855). Guide for teaching first six lessons of Haa'isha'Da'Iidiiltah (which see). Notes on teaching writing. For use by teachers trained in Lauback literacy program and teaching techniques. See under NAVAJO, Haa'isha'Da'Iidiiltah.	meth	self
579.	Tefft, Virginia J. A physical education guide with English language practice drills for teachers of Navajo Kindergarten and primary school children. University of New Mexico, Albuquerque, New Mexico. 1969, 461 p. (ERIC ED038192). ESL combined with enjoyable physical exercises. Prescribed sentences and vocabulary to accompany activities. Report on use of materials and evaluation of field study as well as actual teaching guides.	voc	prim
580.	Trueba, Antonio de. The fox and the wolf. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1970, 18 p. Spanish folk tale adapted by Troy Glendon. Tale of how fox outwits wolf. Intended for student with some facility in reading English. Illustrated by Andy Tsinajinnie.	lit	int
581.	Wilson, Robert D. Assumptions for bilingual instruction in the Primary Grades of Navajo Schools. CITE, Incorporated, 1081 Gayley, Los Angeles, California. 1973, 38 p. A description for the rationale behind the CITE curriculum. Deals with general questions of education, the problems of the bilingual/bicultural child, and the particular problems of the Navajo child. See entries under CITE, Incorporated.	meth theor	self

NEZ PERCE - BILINGUAL

	Content	Level
582. Aoki, Haruo. Nez Perce grammar. University of California Publications in Linguistics, Berkeley, California. 1970, 168 p.		
An analysis of the "surface structure" of Nez Perce with sections on Phonology, morphology, and syntax. Linguistically oriented.	phon gram	col

NIKOLAI

See UPPER KUSKOKWIM

NISENAN - BILINGUAL

583. Uldall, Hans Jorgen and William Shipley. Nisenan texts and dictionary. University of California Publications in Linguistics #46, Berkeley, California. 1966, 282 p.		
Work begun by Uldall and completed by Shipley. Seventy-one stories are presented. Each text appears in Nisenan and in English. Dictionary is Nisenan-English and English-Nisenan, with longer and more complete entry under former.	lit voc	self

OJIBWA - BILINGUAL

584. Baraga, Friedrich. A Dictionary of the Otchipwe language, explained in English. Ross and Haines, Incorporated, Minneapolis, Minnesota, 1966, 422 p. (Reprint of publication by Beauchemin and Valoris, Montreal, 1878).		
First section is English/Ojibwa, second section Ojibwa/English. Note original date of publication.	phon voc bibl	self
585. Minnesota State Department of Education. Ojibwe language: a course for elementary schools, plus visual aids. State of Minnesota, Department of Education, Division of Instruction, Elementary and Secondary Section, Foreign Language Unit, St. Paul, Minnesota. 1974, 114 p. and 70 pictures.		
Lesson plans to accompany audio tapes in beginning Ojibwa. Divided into three levels: Grades 1-2, Grades 3-4, Grades 5-6. Drawings provided to illustrate lessons. Progresses from single words to short conversations.	voc pron	prim int

OJIBWA - BILINGUAL cont'd

	Content	Level
586. The Nishnawbe News. Organization of North American Indian Students, Editorial Offices, Room 140, University Center, North Michigan University, Marquette, Michigan. Monthly issues from November 1973 - Fall 1975.		
Monthly review of national, local and tribal news from the Indian students at North Michigan University. Each issue includes an article on learning the Ojibwa-Ottawa language.	voc	self
587. Todd, Evelyn M. A Grammar of the Ojibwa language: The Severn dialect. Ph.D. dissertation, University of North Carolina at Chapel Hill. 1970, 308 p. (Not Available - Dissertation Abstract #71-3606).		
Linguistic analysis of a dialect spoken in the interior of northwestern Ontario. Paper also includes a general description of this dialect and its relationship to the other dialects of Ojibwa.	gram desc	col
588. Wilson, Edward Francis. Ojebway language: a manual for missionaries and others employed among the Ojebway Indians. Indian Affairs and Northern Development, Ottawa. 1970, 412 p. (Reprint of publication by Roswell and Hutchinson for the Venerable Society for Promoting Christian Knowledge, London, 1874).		
A manual of grammar with paradigms, dialogues, and exercises, with a large English-Ojebway dictionary. Note intended audience and original date of publication. Cross references.	gram voc	self

OJIBWA - MONOLINGUAL, OJIBWA

589. Ontario Region, DIAND. Očipe tipačimohin (Transliterated from Ojibwa syllabary by KLA) Lake-of-the-Woods dialect . Ontario Region Department of Indian and Northern Affairs, Toronto Ontario. 1973, 32 p. (Not Available).

A book of stories for beginning readers.

OJIBWA

see also CHIPPEWA

OMAHA - BILINGUAL

590. Thompson, James D. and Elmer Blackbird. The Omaha-Ponca language in writing: suggestions for a practical orthography. Manuscript, Department of Linguistics, University of Kansas, Lawrence, Kansas. 1974, 27 p.

	Content	Level
Attempt to develop a practical means of writing these two closely related Siouan languages. Includes a rationale for the need of writing a language, detailed description of phonology. Suggested orthography is presented with Omaha-Pònca words using each sound and English equivalents where available. A sample text in Omaha-Ponca with English translation included. Appendices include a list of linguistic terms used, lexicon of words in sample text.	script phon voc	self col

ONONDAGA - BILINGUAL

591. Chafe, Wallace L. A semantically based sketch of Onondaga. Indiana University Publications in Anthropology and Linguistics, Memoir #25, 1970, 91 p. (Not Available).

OTTAWA

See OJIBWA

PATUANEK

See CHIPEWYAN

PAIUTE

Pietroforte, Alfred. Songs of the Yokuts and Paiutes. Naturegraph Publishers, Healdsburg, California. 1965, 63 p.

See under YOKUTS

PAPAGO - BILINGUAL

	Content	Level
592. Alvarez, Albert. Appendix to a new perspective on American Indian linguistics. New Perspectives on the Pueblos, School of American Social Research Book, University of New Mexico Press, Albuquerque, New Mexico. 1972, pp. 111-133.		
Discussion of various grammatical aspects of Papago. Article is aimed at linguists and/or people with some knowledge of the Papago language. Could be very helpful for those who are trying to learn the finer points of distinction in Papago speech.	gram	col self
593. Alvarez. Albert with Kenneth Hale. ?Ó?edham N̄é?okǐ ha-káidag (The Sounds of Papago). Manuscript. 1969, 111 p. (Not Available - CAILC Newsletter, Vol. I, No. 2, p. 13).		
594. Mathiot, Madeleine. A dictionary of Papago usage, Vol. 1 B-K. Research Center for the Language Sciences, Indiana University, Bloomington, Indiana. 1973, 504 p.		
Dialect used as basis of dictionary is Totoguañ, but variant forms from other dialects are included as they were available to author. Included are a grammar of Papago and a Papago-English dictionary covering letters B through K. Introduction explains how to use dictionary. Dictionary is intended for non-native speakers of Papago, without linguistic background. However, text is rather dense and demands a high level of competency in English.	voc gram	self (col)
595. Pancho, Jose and Madeleine Mathiot. Coyote and the Quails. In William Slager (Editor), Language in American Indian Education, Bureau of Indian Affairs, Albuquerque, New Mexico. Spring 1972, pp. 106-109.		
Story about coyote being hoodwinked by some quail. Papago version presented on verso with English translation on recto. Text is presented in numbered sentences for ready comparison to translation.	lit	adv

PAPAGO - BILINGUAL cont'd

	Content	Level
596. Saxton, Dean and Lucille Saxton. Dictionary: Papago and Pima to English, O' odham - Mil- gahn - English. University of Arizona Press, Tucson, Arizona. 1969, 191 p.		
In addition to the dictionaries there are five appendices: Appendix I discusses alphabet of Papago and Pima, Appendix II discusses use of dictionary, Appendix III discusses grammar of Papago and Pima, Appendix IV lists some technical terms and illustrations (calendars, medical and sociological terms), and Appendix V discusses different dialects of Papago and Pima as well as related languages. Detailed entries in dictionaries with cross references.	voc script gram desc	self
597. Saxton, Dean and Lawrence Hogan (Compilers). Our book T-O'hana Nuesto libro and vocabulary. San Xavier Mission School, Tucson, Arizona. 1969, 14 p. (Not Available - Nafziger, p.39).		
Stories about everyday life situations written in Papago, Spanish and English by first and second grade students at San Xavier Mission School. Vocabulary section gives English translation of Papago and Spanish words. Illustrated.	lit voc	prim

PAPAGO - MONOLINGUAL, ENGLISH

Ohannessian, Sirarpi. Teaching English to speakers of Choctaw, Navajo, and Papago: a contrastive approach. Prepared at the Center for Applied Linguistics for the Bureau of Indian Affairs. Center for Applied Linguistics, Washington, D.C. 1969, 138 p.

See under GENERAL ESL

PASSAMAQUODDY - MONOLINGUAL, PASSAMAQUODDY

	Content	Level
598. Wabnaki Bilingual Education Program. Akonutomuwin (Tell me a story). Wabnaki Bilingual Education Program, Indian Township, Maine. 1974, 12 p. (Not Available).		
Four traditional Passamaquoddy stories. Illustrated.	lit	

Content Level

PASSAMAQUODDY - MONOLINGUAL, PASSAMAQUODDY cont'd

599. Wabnaki Bilingual Education Program. Amucalu (The Fly). Wabnaki Bilingual Education Program, Indian Township, Maine. 1973, 8 p.

Traditional story of an encounter between a fly and an elderly woman. Illustrated with drawings and photographs. lit prim

600. __________. Ehem (The Hen). Wabnaki Bilingual Education Program, Indian Township, Maine. 1973, 8 p. (Not Available).

Short story, illustrated. lit

601. __________. Opan opu aponok (The bread is in the oven). Wabnaki Bilingual Education Program, Indian Township, Maine. 1973, 8 p. (Not Available).

Short story, illustrated. lit

602. __________. Neqt, tapu, sis: 1, 2, 3 (Numbers book). Wabnaki Bilingual Education Program, Indian Township, Maine. 1974, 24 p. (Not Available).

603. __________. Mus naka wikuwossol (The moose and his mother (The Earth)). Wabnaki Bilingual Education Program, Indian Township, Maine. (Not Available).

Traditional Passamaquoddy story. Illustrated. lit

604. __________. Mali naka tahahsumol (Mary and her horse). Wabnaki Bilingual Education Program, Indian Township, Maine. 1973, 8 p. (Not Available).

Short story, illustrated lit

605. __________. Mahtoqehs naka Malsom (Rabbit and Wolf). Wabnaki Bilingual Education Program, Indian Township, Maine. 1974, 10 p.

Traditional animal story, illustrated with drawings. lit adv

606. __________. Kukec (The game warden). Wabnaki Bilingual Education Program, Indian Township, Maine. 1974, 12 p. (Not Available).

Short story, illustrated. lit

607. __________. Espons ali ehemuhke (The Racoon goes chickening). Wabnaki Bilingual Education Program, Indian Township, Maine. 1973, 8 p. (Not Available).

Short story, illustrated. lit

Content Level

PASSAMAQUODDY - MONOLINGUAL, PASSAMAQUODDY cont'd

608. Wabnaki Bilingual Education Program. Eli posonutekhotimok (How they make baskets). Wabnaki Bilingual Education Program, Indian Township, Maine. 1973, 8 p. (Not Available). lit

609. ________. Ehtaste likotok (Every year - seasonal activities). Wabnaki Bilingual Education Program, Indian Township, Maine. 1974, 20 p. (Not Available).

Description of Passamaquoddy food, crafts and oral tradition. Illustrated. lit

610. ________. Ehpit (The Woman). Wabnaki Bilingual Education Program, Indian Township, Maine. 1973, 8 p. (Not Available).

Short story, illustrated. lit

611. ________. Sisqeyal (Eyeglasses). Wabnaki Bilingual Education Program, Indian Township, Maine. 1974, 16 p. (Not Available).

Short story, illustrated. lit

612. ________. Skinuhsis naka sipsis (The Boy and the bird). Wabnaki Bilingual Education Program, Indian Township, Maine. 1973, 8 p. (Not Available).

Short story, illustrated. lit

613. ________. Susehp naka kohusumol (Joseph and his cow). Wabnaki Bilingual Education Program, Indian Township, Maine. 1973, 8 p. (Not Available).

Short story, illustrated. lit

614. ________. Tan ktolomolsin? (How do you feel?). Wabnaki Bilingual Education Program, Indian Township, Maine. 1974, 28 p. (Not Available).

Stories to finish, for practice in writing Passamaquoddy.

615. ________. Wonakine (Let us rise - Passamaquoddy songs for dancing). Wabnaki Bilingual Education Program, Indian Township, Maine. 1974, 12 p. (Not Available).

Words and music to Passamaquoddy songs. Illustrated. lit

Content Level

PASSAMAQUODDY

See also MALECITE-PASSAMAQUODDY

PAWNEE - BILINGUAL

616. Densmore, Frances. Pawnee music. Reprint Da Capo Press, New York. 1972, 129 p. (Reprint of publication by U.S. Government Printing Office, Washington, D.C., 1929).

Transcription of eighty-six songs, including game songs, ceremonial songs, and society songs. Text explains context of songs. Lyrics are given in Pawnee with literal English translation. lit self

PIMA - BILINGUAL

617. Bahr, Donald, Juan Gregorio, David Lopez and Albert Alvarez. Piman shamanism and staying sickness. University of Arizona Press, Tucson, Arizona. 1974, 332 p.

Anthropological text on Piman theory of sickness and curing. Contains texts of several curing rituals presented in Pima and English. Introduction gives pronunciation guide to Pima texts. lit self col

Saxton, Dean and Lucille Saxton. Dictionary: Papago and Pima to English, O' odham - Mil-ghan; English to Papago and Pima, Mil-gahn - English. University of Arizona Press, Tucson, Arizona. 1969, 191 p.

See under PAPAGO

POMO - BILINGUAL

618. Moshinsky, Julius B. Southeastern Pomo grammar. Ph.D. dissertation, University of California, Berkeley, California. 1970, 253 p. (Not Available - Dissertation Abstracts #71- 15,846).

Grammatical sketch in two sections - one a phonology of Pomo, the other a morphological analysis of the language. Linguistically oriented. phon gram col

Content Level

PONCA - BILINGUAL

Thompson, James D. and Elmer Blackbird. The Omaha-Ponca language in writing. Manuscript, Department of Linguistics, University of Kansas, Lawrence, Kansas. 1974, 27 p.

See under OMAHA

SALISH - BILINGUAL

619. Carlson, Barry F. A Grammar of Spokan: A Salish language of eastern Washington. Doctoral Dissertation, University of Hawaii. 1972, 164 p. (Not Available - Dissertation Abstract #72- 31,052).

	Content	Level
Linguistic description of the language spoken on the Spokane Indian reservation. Includes phonology, morphophonemics and grammar.	phon gram	col

620. Kruege, John R. Miscellanea Selica IV: an interim Moses' Columbia (Wenatchee) Salishan vocabulary. Anthropological Linguistics, Indiana University, Bloomington, Indiana. 1967, Vol. 9, Part 2, p. 5-11.

	Content	Level
Brief list of words in the Wenatchee Salishan dialect. Words are arranged by category, e.g. human society, animals. English version precedes Salishan word.	voc	self

Pilling, James Constantine. Bibliography of the Salishan languages. AMS Press, New York. 1973, 86 p.

See under Pilling under GENERAL LANGUAGES

621. Snyder, Warren A. Southern Puget Sound Salish: phonology and morphology. Sacramento Anthropological Society Publication #8, Sacramento State College, California. 1968, 83 p.

	Content	Level
Linguistic study of sound system and word formation in this dialect of Salish.	phon	col

SALISH - BILINGUAL cont'd

	Content	Level
622. Snyder, Warren A. Southern Puget Sound Salish texts, place names, and dictionary. Sacramento Anthropological Society Publication #9, Sacramento State College, Sacramento, California. 1968, 199 p.		
Twenty stories presented in both Salish and English. Paragraphs numbered with Salish version on verso, English on recto. This section comprises bulk of work. Suquamish place names are presented in eight page section, including map of this area of Washington. Last section is Salish-English, English-Salish dictionary with most complete entries in former.	lit voc	self
623. Thompson, Laurence and M. Terry Thompson. Clallum: a preview. In Studies in American Languages, Jesse Sawyer (Editor), University of California Publications in Linguistics No. 65. 1971, p. 251-294.		
Description of a local dialect of Straits Salish. Includes phonology, morphophonemics, syntax and morphology. Linguistically oriented.	phon gram	col

SAULTEAUX - BILINGUAL

	Content	Level
624. Gallerneault, Bob and Les Cook. Elementary Saulteaux. Indian and Northern Curriculum Resources Center, University of Saskatchewan, Saskatoon, Saskatchewan, Canada. ca. 1972. (Not Available).		
Pictures of animals and other items with Saulteaux and English labels. Designed for young children.	voc	prim

SEMINOLE - BILINGUAL

	Content	Level
Pilling, James Constantine. Bibliography of the Muskogean languages. AMS Press, New York. 1973, 114 p.		
See Pilling under GENERAL LANGUAGES		
625. Seminole Bilingual Project. Estowen netty momen nere tekvpihoc vhvks (How night and day were divided). Seminole Bilingual Project, East Central University, Ada, Oklahoma. 1973, 11 p.		
Seminole legend presented in Seminole at the top of each page, with English version at bottom of the page. Illustrated as a coloring book.	lit	int

Content Level

SEMINOLE - BILINGUAL cont'd

626. Seminole Bilingual Project. Nakcokv yvlunkv enhake. Seminole phonics I. Seminole Bilingual Project, East Central University, Ada, Oklahoma. 1974, 25 p.

Introduces written phonemes of Seminole with words using these sounds and pictures illustrating these words. Instructions in English. phon script prim

627. ________. Seminole calendar. Seminole Bilingual Project, East Central University, Ada, Oklahoma. Published annually, 24 p.

Names of months, days of week and holidays in Seminole, with some English translations. Illustrated. lit self

SEMINOLE - NOT KNOWN

628. Seminole Bilingual Project. Cokv eskerretv semvhayetv svhokkolat, Seminole phonics II. Seminole Bilingual Project, East Central University, Ada, Oklahoma. 1974, 30 p. (Not Available).

629. ________. Cufe horkopv, Why the rabbit is a thief. Seminole Bilingual Project, East Central University, Ada, Oklahoma. 1973, 16 p. (Not Available).

Coloring book.

630. ________. Locv, eco tentokorkvtes, The Terrapin race. Seminole Bilingual Project, East Central University, Ada, Oklahoma. 1973, 32 p. (Not Available).

Coloring book.

631. ________. Ohhonvyetv cokv. Seminole Bilingual Project, East Central University, Ada, Oklahoma. 1973, 16 p. (Not Available).

Second grade reader. prim

632. ________. Ohhonvyetv cokv svtuteenat. Seminole Bilingual Project, East Central University, Ada, Oklahoma. 1973, 14 p. (Not Available).

Third grade reader. int

633. ________. Seminole ahunkvtkv semhayetv, Number readiness workbook I. Seminole Bilingual Project, East Central University, Ada, Oklahoma. 1973, 21 p. (Not Available).

SEMINOLE - NOT KNOWN cont'd

634. Seminole Bilingual Project. Lesson plans for kindergarten through third grade, Vol. 1-4. Seminole Bilingual Project, East Central University, Ada, Oklahoma. 1973-1974, 38 p. (Not Available).

635. __________. Seminole haiku. Seminole Bilingual Project, East Central University, Ada, Oklahoma. 1974. (Not Available).

636. __________. Seminole songbook. Seminole Bilingual Project, East Central University, Ada, Oklahoma. 1974. (Not Available).

637. __________. Vpuekv. Seminole Bilingual Project, East Central University, Ada, Oklahoma. 1973, 16 p. (Not Available).

First grade reader. prim

SEMINOLE

See also MUSKOGEAN

SENECA - BILINGUAL

638. Blueye, Esther. Seneca language: Oh' - Kwe-O-Weh-Kha. Tonowanda Indian Reservation, Basom, New York. 1970.

No title page, but attributed to Ms. Blueye in Jones' bibliography of the Seneca language (see below). Several pictures of objects with Seneca word for each object below picture. Manuscript. voc prim

639. __________. Seneca today: a contemporary language textbook and cultural reader. Developed under the auspices of the Chief Council at the Tonowanda Indian Reservation, Basom, New York. ca. 1970, 17 p.

Explanation of phonology and grammar of dialect of Seneca spoken on the Tonowanda Reservation. phon gram

	Content	Level
SENECA - BILINGUAL cont'd		
640. Chafe, Wallace L. Seneca morphology and dictionary. Smithsonian Press, Washington, D.C. (For sale by Superintendent of Documents, United States Government Printing Office). 1967, 126 p.		
Basically "an extended description of the structure of words in the Seneca language. Expressed purpose is to make available a Seneca dictionary. Introduction contains paragraphs about grammar of Seneca. Dictionary is arranged from Seneca to English, with an English index.	desc voc gram	self
641. Sanders, Jean (Editor). Talking Smoke. Seneca Tribal Council, Oncheota, New York. Weekly issues from January 1, 1971 - December 30, 1974.		
Weekly review of national, local and tribal news, from Seneca viewpoint. Each issue includes at least one article in Seneca.	lit	self
SENECA - MONOLINGUAL, ENGLISH		
Hale, Horatio Emmons (Editor). Iroquois book of rites. University of Toronto Press, Toronto, Second edition. 1965, 222 p.		
See under IROQUOIS		
642. Jones, Helen Bimmer. Bibliography: Seneca language. 1972, 2 p.		
Manuscript prepared for CED 108, Comparative Native Languages, taught in Winter Quarter of 1972 at UCLA. Council on Educational Development.	bibl	self
SERRANO - BILINGUAL		
643. Hill, Kenneth. A grammar of the Serrano language. Doctoral dissertation, Linguistics, University of California at Los Angeles. 1967, 283 p.		
Detailed linguistic description of the structure of the language. Unfortunately, Serrano is spoken by fewer than a dozen people at present.	morph	col

SHOSHONE - BILINGUAL

	Content	Level
644. Crapo, Richley H. Language Variation Among the Duckwater Shoshoni. Ph.D. dissertation, University of Utah. 1970, 103 p. (Not Available - Dissertation Abstract #71-923). Discusses the large amount of phonetic and grammatical variation among individual speakers of Shoshone, and possible causes for these differences. Possibly of use to non-speaker of Shoshone who is disconcerted by encountering these variations.	voc phon gram	col
645. Miller, Wick R. Newe natekwinappeh: Shoshoni stories and dictionary. University of Utah Press, Salt Lake City. 1972, 172 p. Stories written in English and in Shoshoni. Shoshoni stories are written in a "non-technical" alphabet (as opposed to a phonetic alphabet), to assure that the Indian reader will find this work understandable and useful. Dictionary is from Shoshoni to English with a brief English index. Introductory paragraphs contain some detail about the Shoshoni alphabet, sound system and grammar.	lit voc gram phon	self
646. Pabweena, Rosie. Two-Headed Antelope. In William Slager (Editor), English for American Indians, Bureau of Indian Affairs. Washington, D.C. 1971, pp. 69-71. Legend of ancient times presented first in Shoshone then in English.	lit	adv
647. Tidzump, Malinda. Shoshone thesaurus. Summer Institute of Linguistics, University of North Dakota, Grand Forks, North Dakota. 1970, 52 p. A word list compiled to help young Shoshones relearn their native language. Words are listed by subject: e.g., world, plants, animals, body. Format is Shoshone-English. List of "handy phrases" at end of book. Pronunciation guide precedes word list. Not linguistically oriented.	voc pron	self

	Content	Level
SHUSWAP - BILINGUAL		
648. Gibson, James Albert. Shuswap grammatical structure. Doctoral dissertation. University of Hawaii. 1973, 144 p. (Not Available - Dissertation Abstract #73- 28, 799). Linguistic description of language spoken on Naskanlith Reserve in British Columbia. Description is presented in four parts: phonology, morphophonemics, morphology and syntax.	phon gram	col
SIBERIAN YUPIK - MONOLINGUAL, YUPIK		
649. Apassingok/Imingan/Omwari/Toolie/Badten. Ayumiim ungipaghaatangi I (Stories of long ago I). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1972, 33 p. (Not Available).		adv
650. Badten, L. Atightughyuggaaghusit (First reader). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 30 p. (Not Available).		prim
651. __________. Atightuusim aallghi (Second (Another) reader). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 67 p. (Not Available).		prim
652. Kaneshiro, V. Ayumiim ungipaghaatangi II (Stories of long ago II). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 38 p. (Not Available).		adv
653. __________. Lataput (Our letters). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1973, 24 p. (Not Available).		prim
654. __________. Naatvamun pilghiit (Going to the lake). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 26 p. (Not Available).		prim
655. __________. Pingayut kaviighhaat (The three little foxes). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1973, 17 p. (Not Available).		adv

Content Level

SIBERIAN YUPIK - MONOLINGUAL, YUPIK cont'd

656. Kaneshiro, V. Qungluk liillghii pugimammenq (Qungluk learns to swim). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 50 p. (Not Available). prim

657. ________ Unkusequlghiik (Going to see the fox traps). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 21 p. (Not Available). prim

658. Oozevaseuk, E. and E. Apatiki. Sivuqam neghyugnallghan yataaghqellghan igii (St. Lawrence Island delicacy recipe book). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1973, 10 p. (Not Available). adv

659. Otayahak, J. and L. Badten. Otayahuk Ungazimi (Otayahuk in Ungaziq). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1973, 14 p. (Not Available). adv

SIBERIAN YUPIK - NOT KNOWN

660. Badten, Adelina (Translator). Analgaam qikmii. Alaska Native Language Center, University of Alaska, Fairbanks, Alaska. 1973, 20 p. (Not Available).

661. Badten, Adelina. Atightumerq liinnaqellghet I, II. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1973. (Not Available).

662. Badten, Adelina (Translator). Ayumiim ungipaghaatangi I. Alaska Native Language Center, University of Alaska, Fairbanks, Alaska. 1972, 33 p. (Not Available).

663. Badten, Adelina. Goldilock sallu pingayutlu kaynget. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1972, 50 p. (Not Available).

664. Badten, Adelina (Translator). Ighsanitalghii afsengaq. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1972, 22 p. (Not Available).

665. ________. Kulusiinkut. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1972, 28 p. (Not Available).

SIBERIAN YUPIK - NOT KNOWN cont'd

666. Badten, Adelina (Translator). Kulusiq. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1972, 18 p. (Not Available).

667. __________. Sallghet. Alaska State Language Center. University of Alaska, Fairbanks, Alaska. 1972, 25 p. (Not Available).

668. Gologergen, Ora (Translator). Qepgh aghaqukut naghaaghaqukut. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1972, 25 p. (Not Available).

669. Kaneshiro, Vera, Sharon Orr and David Shinen. Atightumum liinnaqusit. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1973. (Not Available).

670. Kaneshiro, Vera and David Shinen. Pata, ama ilangi. Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

671. __________. Patankut (Pata and others). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

672. Oozeva, Elinor and David Shinen, translators. Kiyahtałha Jesus Christ-m (The life of Jesus Christ). Bibel-mission, Dr. Kurt Koch, 7502 Berghausen, Germany. 1970, 91 p. (Not Available - Kraus, CTL, p. 1353).

673. Shinen, David and Marilene Shinen. Yopigun atihtoosi (Workbook). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1966. (Not Available).

674. Shinen, Marilene R. and David C. Shinen. Yopiguston momiḥḳokat ilagaatut (Hymnal). Fairbanks, 1969, 56 p. (Not Available - Kraus, CTL, p. 1359).

SIBERIAN YUP'IK

See also YUP'IK AND ESKIMO

SIOUAN

see WINNEBAGO, CROW, OMAHA, SIOUX

Pilling, James C. Bibliography of the Siouan languages. AMS Press, New York. 1973, 87 p.

See Pilling under GENERAL LANGUAGES

SIOUX - BILINGUAL

675. Buechel, Eugene. A dictionary of the Teton Sioux language (Lakota dialect). Red Cloud Indian School, Pine Ridge, South Dakota. 1970, 820 p.

Basically a Lakota-English, English-Lakota dictionary. Also included is a short sketch of the Sioux tribe, a guide to use of dictionary, grammar summary and some appendices dealing with the Sioux nation.	voc desc gram	self

676. Bushotter, George. Ghost story number one (Lakota dialect). In William Slager (Editor), Language in American Indian Education, Bureau of Indian Affairs, Albuquerque, New Mexico. Fall 1971, p. 81-83.

Explanation of relations between living people and ghosts. Story is presented first in Lakota then in English.	lit	self adv

677. Densmore, Frances. Teton Sioux music. Da Capo Press, New York. 1972, 561 p. (Reprint of publication of Smithsonian Institution, Bureau of American Ethnology, Bulletin 61, 1918).

Analysis of the music of the Teton Sioux and its place in the Teton culture. Considerable ethnographic information. Songs are presented with musical scoring and words in Lakota. English translation is provided. Illustrated with photographs.	lit	self

678. Grant, Paul Warcloud. Sioux Indian dictionary (Dakota dialect). State Publishing Company, 303 East Sioux, Pierre, South Dakota. 1971, 192 p.

Aim of work is to preserve language for native speakers and to provide information for non-speakers. Format is English-Dakota, with Lakota variants given where known to author. Explanation of phonetic system employed precedes word list. Lists of Dakota months, bands, and names of other tribes follow. Not linguistically oriented.	voc pron	self

SIOUX - BILINGUAL cont'd

	Content	Level
679. Karol, Joseph S. (Editor). Everyday Lakota: an English-Sioux dictionary for beginners (Lakota dialect). Nebraska Curriculum Development Center, University of Nebraska, Lincoln. 1971, 123 p.		
Dictionary developed to help English speakers learn Lakota. Written for teachers of bilingual/bicultural programs. "Conversation Guide" with phrases and idioms such as months of years, numbers. Also short section on grammar of Lakota.	voc gram	prim self
680. Oglala Sioux Culture Center. Ehanni ottunkakan. Curriculum Materials Resource Unit, Red Cloud Indian School, Incorporated, Pine Ridge, South Dakota; Black Hills State College, Spearfish, South Dakota. 1973, 197 p. (ERIC ED073860).		
Instructional material for ninth grade Oglala Sioux. Three sets of stories - (1) Creation stories, (2) Stories of ancient times, (3) Historical stories. Stories are lessons in manners, religion, social behavior.	lit	adv
681. Paige, Harry W. The songs of the Teton Sioux. Westernlore Press, Los Angeles. 1970, 201 p.		
Presents a brief history of the Sioux, followed by chapters on the purpose and nature of song in a "primitive" society. Different chapters discuss individual's songs, ceremonial songs and modern songs. Songs are presented within text, with Lakota version beside English translation. First appendix given an extremely cursory sketch of Lakota grammar.	lit gram	self
682. University of Colorado. Lahkota project. University of Colorado, Boulder, Colorado. 1972, 121 p.		
Series of five lessons, plus a summary and review for the beginning learner of Lahkota. Pronunciation drills, an introduction to grammar and vocabulary are covered. Meant to be used with a tape and/or an instructor.	voc pron gram	col prim
683. Working Indians Civil Association. An English-Dakota dictionary. Wascium ka Dakota riska wowape (Dakota dialect). Fort Pierre, South Dakota. 1969, 264 p.		
Dictionary "to aid all people in their quest of Indian Culture in its true form and practice." The introductory pages present Dakota alphabet, grammar of Dakota and its parts of speech.	voc gram script	self

Content Level

SIOUX - MONOLINGUAL, ENGLISH

684. Damron, Rex. An Educational model for planned intervention in language development. Black Hills State College, Spearfish, South Dakota. 1971, 15 p. (ERIC ED084060).

Description of a psycholinguistic program in language learning conducted in kindergarten classes of Sioux children. Evaluation and suggestions for use included. — meth — col

Minnesota Historical Society. Chippewa and Dakota Indians; a subject catalog of books, pamphlets, periodicals, and manuscripts in the Minnesota Historical Society. St. Paul, Minnesota. 1969.

See under CHIPPEWA

685. Powers, William K. The Language of the Sioux. In William Slager (Editor), Language in American Indian Education, Bureau of Indian Affairs, Albuquerque, New Mexico. Spring 1972, pp. 1-21.

Description of the differences among the various Sioux dialects. Also provided is a bibliography of books and articles about the Sioux and in Sioux. — desc, bibl — self

686. Webster, Loraine. The Creation of stories and beginning reading material for preschool Indian children in South Dakota. Final Report. South Dakota University, Vermillion, South Dakota. 1972, 48 p. (ERIC ED062080).

Report on two sets of simple books - "Read Aloud Stories" and "Rebus Reading Book Series," designed to improve children's command of English. Includes overview of the books and their preparation, evaluation of the books, lists of resource materials and bibliographies used in book preparation. — meth, bibl — self, col

687. __________. Rebus reading book series: A product of a project to create stories and beginning reading material for preschool Indian children in South Dakota. South Dakota University, Vermillion, South Dakota. 1972, 178 p. (ERIC ED062082).

Series of ten booklets, each containing a story adapted from an Indian folk tale. Books are intended for use as supplementary readers. Illustrated. — lit, voc — prim

Content Level

SLAVEY - BILINGUAL

Canada, Department of Information. Elementary education in the Northwest Territories; A handbook for Curriculum development. Curriculum Division, Department of Education, Northwest Territories, Canada. ca. 1970, 313 p.

See under GENERAL/ESL

SPOKANE - BILINGUAL

688. Carlson, Barry F. At Colville: A story in the Spokane language. Rawhide Press, The Spokane Tribal Council, Box 652, Wellpinit, Washington. January 1974, Vol. IV, No. 9, p. 8-9.

A story about the raising of children in the Spokane language and translated into English. Includes a pronunciation key. lit self

689. Reulhlinger (Editor). Rawhide Press. Spokane Tribal Council, Box 652, Wellpinit, Washington. Monthly issues from August 1975 - December 1975.

Monthly review of local and tribal news from the Spokane viewpoint. Each issue includes one article on learning the Spokane language. voc phon self

SPOKANE

see also SALISH

SQUAMISH - BILINGUAL

690. Kuipers, Aert Hendrik. The Squamish language, Vol. I and Vol. II. Mouton, The Hague, Netherlands. 1967, 1969, 515 p.

Includes grammatical breakdown of Squamish, Squamish/English dictionary, and Squamish texts presented in native language and in translation. Linguistically oriented. voc gram lit col

Snyder, Warren A. Southern Puget Sound Salish texts, place names and dictionary. Sacramento Anthropological Society, Sacramento State College, Sacramento, California. 1968, 199 p.

See under SALISH

TANACROSS

See TANANA

TANAINA - BILINGUAL

691. Kalifornsky, P. and J. Kari. Ch'enlahi sukdu (The Gambling story). University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1974, 10 p. (Not Available).

English text interlinear with Tanaina text. lit adv

TANAINA - NOT KNOWN

692. Kalifornsky, Peter and James Kari. K'eła sukdu (Mouse Story). Alaska Native Language Center, Center for Northern Educational Research, University of Alaska, Fairbanks, Alaska. 1974. (Not Available).

693. Kari, James. Kenai Tanaina noun dictionary. Alaska Native Language Center, Center for Northern Educational Research, University of Alaska, Fairbanks, Alaska. 1974. (Not Available).

TANANA - BILINGUAL

694. The River Times. Fairbanks Native Association, Fairbanks Native Center, 102 Lacey Street. Monthly, January 1972, Vol. III, No. 1, p. 10.

This issue of the newspaper contains an untitled article in the Upper Tanana language. voc self

695. __________. Fairbanks Native Association, Fairbanks Native Center, 102 Lacey Street. Monthly, March 12, 1974, Vol. III, No. 1, p. 4.

This issue contains an untitled article on the Minto dialect of Tanana. voc lit self

TANANA - NOT KNOWN

696. Denny, Annie and Mildred Jonathan. Mederiłdiy (Touch it) (Tanacross dialect). Summer Institute of Linguistics, P.O. Box 1028. Fairbanks, Alaska. 1973. (Not Available).

TANANA - NOT KNOWN cont'd

697. Jimerson, Shirley David Diphthongs in Upper Tanana (Flashcards) (Upper Tannana dialect). Alaska Native Education Board, 4510 International Airport Road, Anchorage, Alaska. 1974. (Not Available).

698. __________. Vowels in Upper Tanana (Flashcards) (Upper Tanana dialect). Alaska Native Education Board, 4510 International Airport Road, Anchorage, Alaska. 1974. (Not Available).

699. McLellan, Kathy and Annie Denny. Gah gaay ch'etnel' į (Little Rabbit hiding) (Tanacross dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1973. (Not Available).

700. McRoy, Nancy. Gah nt'ih (Tanacross dialect). Alaska Native Language Center, Center for Northern Educational Research, University of Alaska, Fairbanks, Alaska. 1973. (Not Available).

701. Milanowski, Paul G. Uusii dinahtł'aa' I (Reader I) (Upper Tanana dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alska. 1965. (Not Available).

702. __________. Uusii dinahtł'aa' II (Reader II) (Upper Tanana dialect). Summer Institute of Linguistics, P O. Box 1028, Fairbanks, Alaska. 1965. (Not Available).

703. Milanowski, Paul and Fred Demit. Gah kol (Translation and adaptation of Gah kol) (Upper Tanana dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1974. (Not Available).

704. __________. Gah ndee? (Translation and adaptation of Gah nt'ih?) (Upper Tanana dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1974. (Not Available).

705. Milanowski, Paul and Alfred John. Billy Aanda (Translation and adaptation of Nuk'ankut) (Upper Tanana dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1972. (Not Available).

706. __________. Nts'ąą' duhdįł' (Translation and adaptation of Cacirkat) (Upper Tanana dialect). Summer Institute of Linguistics, P.O. Box 1028, Fairbanks, Alaska. 1972. (Not Available).

TANANA - NOT KNOWN cont'd

707. Milanowski, Paul, Jessie Ervin and Rosa Charlie. Ts'eht'uudn dinahtł'aa' (Bird book) (Upper Tanana dialect). State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1973. (Not Available).

TEWA - BILINGUAL

708. Speirs, Randall H. Report on Tewa portion of trilingual program at San Juan Elementary School, 1971-72. 1972, 9 p. (ERIC ED069447).

Guides for teaching oral and written Tewa to native grades 1-6. Includes evaluation of program's effectiveness and suggestions for future programs. — meth, eval — prim

TLINGIT - BILINGUAL

Dall, W.H. *et al.* Languages of the tribes of the extreme Northwest - the Aleutians and adjacent territories. Shorey Book Store, Seattle, Washington. 1970, 47 p. (Reprint from Contributions to American Ethnology, Vol. 1, Washington, D.C. 1877).

See under INDIANS OF SUBARCTIC

709. Dauenhauer, Nora (Editor). Doo g̲oojee yéenaadei (Tlingit language workshop reader). Tlingit Readers, Box 25, Alaska Methodist University, Anchorage, Alaska. 1972, 59 p.

Explanation in English of how to use the Tlingit writing system, followed by a series of short Tlingit speeches and stories, and translations of English poetry and religious texts. — lit — adv

710. Davis, Henry A. Kéet. Sitka Printing Company, Sitka, Alaska. 1973, 14 p.

Tlingit legend of the creation of the killer whale, told in English with Tlingit words as captions to illustrations. — voc, lit — int

711. __________. Kéet, Teaching Unit. Tlingit Readers, Sheldon Jackson College, Sitka, Alaska. 1973, 23 p.

Teaching unit to accompany reader - Kéet. Includes Tlingit language lessons with teacher-student dialogues, and science lessons about killer whales. — voc — int

TLINGIT - BILINGUAL cont'd

	Entry	Content	Level
712.	Hoonah High School Students. Woosh yáx̱ yaa datúwch - Tlingit math book. Tlingit Readers, Incorporated, Sheldon Jackson College, Sitka, Alaska. 1973, 19 p. Arithmetic workbook with word problems in Tlingit. Glossary of Tlingit words used with English translation at end of book. Illustrated.	voc lit	int
713.	James, Susie (transcribed by Nora Dauenhauer). Sít ḵaa káx̱ Kana.áa (Glacier Bay history). Tlingit Readers, Box 25, Alaska Methodist University, Anchorage, Alaska. 1973. 28 p. Text in Tlingit, including several songs. Note in English follows, explaining some of the phonic variations in the songs.	lit phon	adv
714.	Johnson, Frank (transcribed by Nora Dauenhauer). Dukt'ootl' (Strong man). Tlingit Readers, Box 25, Alaska Methodist University, Anchorage, Alaska. 1973, 28 p. Text in Tlingit, followed by brief explanation of sound system, with examples in English and Tlingit (with English translation). Also a list of words in Tlingit for reading practice.	lit phon voc	adv
715.	Peter, Tom. Xóotsx X̱'ayaḵuwdligadee Shaawát (Bear Husband). Tlingit Readers, Eskimo, Indian and Aleut Printing Company, Fairbanks, Alaska. 1973, 32 p. Text in Tlingit, followed by brief explanation of sound system, with examples in English and Tlingit. Also list of words in Tlingit for reading practice.	lit phon voc	adv
716.	Story/Naish. Tlingit verb dictionary. University of Alaska, Alaska Native Language Center, Fairbanks, Alaska. 1973, 386 p. (ERIC ED113932). English-Tlingit, Tlingit-English verb dictionary. Tlingit-English section is arranged alphabetically by Tlingit verb stem, with verbal expressions including that stem following. Appendix contains grammar sketch concentrating on verb morphology.	voc gram	self

TLINGIT - MONOLINGUAL, TLINGIT

717. Zuboff, Robert. Transcribed by Henry Davis and Students at Sheldon Jackson. K̲udatan kahidee (The Salmon box). Tlingit Readers, Box 25, Alaska Methodist University, Anchorage, Alaska. 1973, 17 p.

Story and song. — lit — int

718. __________. Transcribed by Richard Dauenhauer. Táax'aa (Mosquito). Tlingit Readers, Box 25, Alaska Methodist University, Anchorage, Alaska. 1973, 14 p.

Story. — lit — int

TLINGIT - MONOLINGUAL, ENGLISH

719. Krause, Aurel. Translated by Erna Gunther. The Tlingit Indians; results of a trip to the northwest coast of American and the Bering Straits. University of Washington, Seattle. 1970, 310 p. (Original date of publication, 1885).

Chapter 14 of this work discusses the language of the Tlingit. There are several pages on the alphabet, pronunciation, dialects. literature in the Tlingit language, nouns, pronouns, verbs, adjectives, numbers and time reckoning. There is a vocabulary list and names of specific animals, plants, birds, etc. — voc pron desc — self

TLINGIT - NOT KNOWN

720. Dauenhauer, Richard. Tlingit spelling book. Tlingit Readers, Box 25, Alaska Methodist University, Anchorage, Alaska. 1974. (Not Available).

721. Florendo, Nora and Richard Dauenhauer. First year Tlingit I-VI. Alaska State Language Center, University of Alaska, Fairbanks, Alaska. 1972-73, 80 p. (Not Available).

Content Level

TONKAWA - BILINGUAL

722. Hoijer, Harry. Tonkawa texts. University of California Press, Berkeley, California. 1972, 106 p.

	Content	Level
Collection of myths and tales in English and in Tonkawa. They are divided into two parts: night stories and old stories. Text appears fist in Tonkawa and second in English.	lit	self

TUSCARORA - BILINGUAL

723. Fickett, Joan. The phonology of Tuscarora. in Studies in Linguistics, Southern Methodist University, Dallas, Texas. 1967, Vol. 19, pp. 33-57.

	Content	Level
A linguistic study of the Tuscarora sound system. At the end of the article is a brief English-Tuscarora word list, and a bibliography of printed materials on Tuscarora.	phon voc bibl	col self

724. Williams, Marianne Mithun. A grammar of Tuscarora. Doctoral dissertation, Yale University. 1974, 310 p. (Not Available - Dissertation Abstract #74- 26,360).

	Content	Level
Linguistic discussion of Iroquoian language of western New York state. Description covers phonology and morphology, but concentrates on grammar.	phon gram	col

UPPER KUSKOKWIM - BILINGUAL

725. The River Times. Fairbanks Native Association, Fairbanks Native Center, 102 Lacey Street, Fairbanks, Alaska. Monthly, March 1974, Vol. III, No. 3, p. 4.

	Content	Level
This issue of the newspaper contains an untitled article on the Upper Kuskokwim language.	voc lit	self

Content Level

UPPER KUSKOKWIM - MONOLINGUAL, UPPER KUSKOKWIM

726. Alaska State-Operated School System. Yada uzazełts'on̲ (What can you hear?) (Nikolai dialect). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 34 p.

Series of answers to the title question, using sounds from the Alaskan environment, e.g., snowmobile, goose. Workbook section in back of book. Illustrated. voc prim

727. _________. Yada uzazełts'on̲? (What can you hear?) (Nikolai dialect). Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 72 p.

Twelve short stories about sounds two Athabaskan boys hear. Illustrated. lit int

UPPER KUSKOKWIM - NOT KNOWN

728. Collins, Raymond and Sally Jo Collins. Dinak'i. Summer Institute of Linguistics, Box 1028, Fairbanks, Alaska. 1966. (Not Available).

729. _________. Dinak'i ch'its'utozre 1 (Reader 1). Summer Institute of Linguistics, Box 1028, Fairbanks, Alaska. 1966. (Not Available).

730. _________. Dinak'i ch'its'utozre 2 (Reader 2). Summer Institute of Linguistics, Box 1028, Fairbanks, Alaska. 1970. (Not Available).

731. _________. Dinak'i ch'its'utozre 3 (Reader 3). State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1973. (Not Available).

732. _________. Nenłan̲ hineyash ch'uzazełts'on (Initial consonants of Upper Kuskokwim Athabaskan). State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1973. (Not Available).

733. _________. Sam (Translation and adaptation of Nuk'ankut). State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1972. (Not Available).

UPPER KUSKOKWIM - NOT KNOWN cont'd

734. Collins, Raymond L., Sally Jo Collins and the Nikolai Bilingual Teachers. Duhtot'ił (Things you can do, translation and adaptation of Cacirkat). State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1973. (Not Available).

735. Dennis, Helen. Dotron' nonot'ok (Translation and adaptation of Raven gets fooled). State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1973. (Not Available).

736. __________. Tok'e shisr (Translation and adaptation of the Three bears). State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1973. (Not Available).

737. Petruska, Betty. Aesop kwnja' (Translation and adaptation of the Frog and the mouse and Why the bear has a short tail). State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1973. (Not Available).

738. Petruska, Betty and Mary Ellen Petruska. Tinde hwkwnja (Translation and adaptation of Tendi's canoe). State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1973. (Not Available).

UPPER TANANA

See TANANA

UTE - BILINGUAL

739. Green, John (Translator). A Trip to the Sundance. In William Slager (Editor), Language in American Indian Education, Bureau of Indian Affairs, Albuquerque, New Mexico. Fall 1971, p. 86-87.

Brief description of a trip to an intertribal Sundance. Presented first in Ute, then in English. lit self

UTE - BILINGUAL cont'd

740. Wardie, Hazel. Uncompahgre Ute words and phrases. Western History Center, University of Utah, Salt Lake City, Utah. 1969, 34 p.

Basically a vocabulary of Ute words. Some pronunciation symbols are given as a preface to English-Uncompahgre Ute dictionary. Appendices list animals, birds, colors, family relationships, food and some parts of speech. There also are some conversational phrases listed, and a short section on stories and legends. The work is amateur and should be used with care. — voc pron lit — self

UTO-AZTECAN - MONOLINGUAL, ENGLISH

741. Grimes, J. Larry. A bibliography of the Uto-Aztecan languages. University of Texas Press, Austin, Tecas. 1966, 32 p.

Bibliography of documents in English and Spanish from as early as 1732 and up to 1965. Of particular interest are specific sections dealing with various aspects of specific languages such as Hopi and Shoshoni. No index. — bibl — self

UTO-AZTECAN

see also CAHUILLA, LUISENO, HOPI, SHOSHONE, UTE

WALAPAI - BILINGUAL

742. Redden, J.E. Walapai I: phonology. International Journal of American Linguistics. 1966, Vol. 32, p. 1-16.

Linguistic analysis of sound system of this Yuman language. — phon — col

743. Winter, Werner. Yuman languages II: Wolf's son - A Walapai text. International Journal of American Linguistics. 1966, Vol. 32, No. 1, p. 17-40.

A brief outline of Walapai phonology and morphophonemic changes is followed by the text - with Walapai version presented line by line, broken into morphological units. Each line of text is followed by literal English translation. — lit — col

Content Level

WAPPO - BILINGUAL

744. Sawyer, Jesse O. English-Wappo dictionary. University of California Publications in Linguistics #43, Berkeley, California, 1965, 128 p.

At time of publication there were only four native speakers of Wappo. Introductory paragraphs explain some of sounds of Wappo. Author lists Wappo-English affixes needed for analyzing sequences of Wappo words. voc self

WINNEBAGO - BILINGUAL

745. Radin, Paul. The Winnebago tribe. University Press, Lincoln, Nebraska, 1971, 511 p. (Reprint of publication by Bureau of American Ethnology, Washington, D.C. 1923).

Work contains some examples of Winnebago language, but little explanation of grammar or usage. Textual material that is in Winnebago deals with "clan war-bundle feasts." Large part of book is devoted to history and social organization of the Winnebago Indians. voc self

WISHRAM - BILINGUAL

Pilling, James Constantine. Bibliography of Chinookan languages. AMS Press, New York. 1973, 81 p.

See Pilling under GENERAL LANGUAGES

746. Sapir, Edward Wishram texts. AMS Press, New York. 1974, 235 p. (Reprint of publication by E.J. Bull, Leyden. 1909).

Collection of myths, descriptions of cultural activities, letters and narratives. Wishram and English on facing pages. In 1909 there were 150 living speakers of the Upper Chinnokan dialect. Texts are preceded by a key to phonetic system employed in transcribing Wishram. lit self

	Content	Level
YAKIMA - BILINGUAL		
747. Pandosy, Reverend M.C. Grammar and dictionary of the Yakima language. AMS Press Incorporated, New York. [illegible]970, 59 p. (Reprint of publication by C[illegible]sy Press, New York. 1962).		
Grammatical sketch of Yakima language, including verb paradigms. Lord's prayer in Yakima, and a song composed in Yakima by the author, are followed by a brief English to Yakima dictionary. Note original date of publication.	voc gram lit	self
YAQUI - BILINGUAL		
748. Lindenfeld, Jacqueline. Yaqui syntax. University of California Publications in Linguistics #76, University of California Press, Berkeley, California. 1973, 162 p.		
Linguistic study of Yaqui, intended for use by linguists, but likely to be of some help to non-linguist with some knowledge of Yaqui.	synt gram	col
YOKUTS - BILINGUAL		
749. Newman, Stanley. Yokuts. Lingua, 1967. Vol. 17, p. 182-199.		
Linguistic sketch of this California language. Focuses on morphology and grammar.	morph	col
750. Pietroforte, Alfred. Songs of the Yokuts and Paiutes. Naturegraph Publishers, Healdsburg, California. 1965, 63 p.		
English text with musical notation and phonetic transcription of native langauge lyrics to 24 songs. Songs are not translated.	lit	self
YUMAN		
See DIEGUENO and WALAPAI		

Content Level

YUP'IK - BILINGUAL

751. Afcan, Paschal, Irene Reed and Eskimo Language Workshop. Ella iquilnguq (The Universe) (Central dialect). Eskimo Language Workshop, Department of Linguistics and Foreign Languages, University of Alaska, Fairbanks, Alaska. 1972, 37 p.

Discussion in Yup'ik of climate, weather and cosmology. Has Yup'ik-English glossary at back of book. Illustrated. lit int

752. Reed, E. Irene (Compiler). List of materials developed by the Eskimo Language Workshop, Department of Linguistics and Foreign Languages, University of Alaska, Fairbanks, Alaska. 1974, 10 p. (ERIC ED093184).

Materials for levels kindergarten through third in Yup'ik and English. List includes teachers' handbooks, instructional materials and teaching aids. bibl self

753. Travers, Ruth et al. Iqalluanek iqsalriit (Smelt fishing) (Twin Hills dialect). Alaska State-Operated Schools, Anchorage, Alaska. 1974, 32 p.

Reader prepared by third and fourth grade Yup'ik students. Yup'ik text is beside illustration, English translation on reverse side of picture page. lit int

YUP'IK - MONOLINGUAL, YUP'IK

754. Afcan, Paschal. Avelngayagaq kameksiigka-llu (The Little mouse and my boots) (Central dialect). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1972, 21 p.

Two short whimsical stories. Illustrated. lit int

755. __________. Iqmik Ingaq Paymyuq'Llu (Snuffy, Eye-patch and Tail) (Central dialect). Eskimo Language Workshop, University of Alaska, Fairbanks, Alska. 1972, 44 p.

Stories about three dogs. Illustrated. lit int

756. __________. Napam cuyaa (Tree-leaf) (Central dialect). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1972, 13 p.

Story about a tree and the life of one leaf on that tree as the seasons pass. Illustrated. lit int

	Content	Level
757. Afcan, Paschal. Qimalleq (Central dialect). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1972, 20 p. Translation and adaptation of Peter Rabbit, illustrated.	lit	int
758. _________. Uqumeyak (Pesky little mouse) (Central dialect). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 15 p. Story about an adventurous and mischievous mouse. Illustrated.	lit	int
759. Afcan, Paschal and Marie Blanchett (Translators and adapters). Angulan Kegeluneq-llu (Peter and the Wolf) (Central dialect). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1972, 21 p. Russian story of Peter and the Wolf adapted to Eskimo culture and environment. Illustrated.	lit	int
760. Afcan, Paschal L. and Irene Reed. Qaneryarat ayagnerita nepait (The Sounds that begin words) (Central dialect). Eskimo Language Workshop, Department of Linguistics and Foreign Languages, University of Alaska, Fairbanks, Alaska. 1972, 68 p. Letters beginning words are introduced on recto with illustrations of words beginning with that letter. Words themselves are on verso.	voc	prim
761. Afcan, Paschal, Irene Reed and Eskimo Language Workshop Staff. Cat anerteqellriit; unguvalriit naunraat-llu (Living things; animals and plants) (Central dialect). Eskimo Language Workshop, Department of Linguistics and Foreign Languages, University of Alaska, Fairbanks, Alaska. 1972, 39 p. Discussion of various classes of living things including birds, mammals, plants. English glossary at end of book. Illustrated.		int
762. Andersen, Hans Christian. Translated and adapted by Martha Teeluk. Kumluc'kaq (Little Thimble) (Central dialect). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 32 p. Story of Thumbelina retold in an Eskimo environment. Illustrated.	lit	int

YUP'IK - MONOLINGUAL, YUP'IK cont'd

	Content	Level
763. Breiby, John. Translated by Paschal Afcan and Marie Nick. Taqukaq qanganaq-llu(The Bear and the squirrel) (Central dialect). Eskimo Language Workshop, Department of Linguistics and Foreign Languages, University of Alaska, College, Alaska. 1971, 50 p. Whimsical animal story about a very human bear and his squirrel neighbors. Illustrated.	lit	
764. Eastman, P.D. Translated and adapted by Paschal Afcan. Aanakamken-qaa? (Are you my mother?) (Central dialect). Eskimo Language Workshop, University of Alaska, College, Alaska. 1971, 57 p. Amusing story about a baby bird who hatches, falls from his nest and goes out looking for his mother. Illustrated.	lit	prim
765. Eskimo Language Workshop Members. Yuarutet (Central dialect). Eskimo Language Workshop, Department of Linguistics and Foreign Languages, University of Alaska, Fairbanks, Alaska. 1972, 22 p. Various familiar songs (Happy Birthday, Three Blind Mice, etc.) in Central Yup'ik with musical scoring and guitar chords.	lit	self
766. Joe, Anna Rose. Tukutukuaraller (The Common snipe) (Central dialect). Eskimo Language Workshop, University of Alaska, College, Alaska. 1971, 22 p. Traditional Eskimo story about a snipe. Illustrated.	lit	int
767. Kein, Geri. Translated by Paschal Afcan. Qanganacuar (Little squirrel) (Central dialect). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 19 p. Whimsical story about a squirrel who gathers pine cones at great risk. Illustrated.	lit	int
768. Mather, Elsie. Qessanquq avelngaq (The Lazy mouse) (Central dialect). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 18 p. Story about a field mouse's adventure inside a house. Illustrated.	lit	int

Content Level

YUP'IK - MONOLINGUAL, YUP'IK cont'd

769. Teeluk, Martha. Translated by Marie N. Blanchett. Naaqiyugngaunga cali (I can read) (Central dialect). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 67 p.

Series of five short stories about children's lives in the arctic. Included are games, food gathering activities. Illustrated. lit int

770. Teeluk, Martha. Nuk'ankut (Nuk'aq's family) (Central dialect). Eskimo Language Workshop, University of Alaska, College, Alaska. 1971, 23 p.

Story about a young Eskimo boy, his family and their daily activities. Illustrated. lit prim

771. Teeluk, Martha and Marie N. Blanchett. Nuk'aq (Central dialect). Eskimo Language Workshop, University of Alaska, College, Alaska. 1971, 13 p.

Story about an Eskimo boy and his dog. Illustrated. lit prim

772. Toyukak, Mary. Qangqiirenkuk iqgiayuli-llu (The Ptarmigan and the owl) (Central dialect). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1972, 10 p.

Dialogue between a partridge and an owl. Illustrated. lit prim

YUP'IK - NOT KNOWN

773. Afcan, Paschal. Alrakum qupai (The four seasons). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 64 p. (Not Available - Kraus, CTL, p. 1329).

774. _________. Amirlucuar (Little cloud). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 24 p. (Not Available).

775. _________. Angalgaam qimugtai (Pat's dogs). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 25 p. (Not Available).

776. _________. Canek amllernek nallunritua (I know many things). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 14 p. (Not Available).

YUP'IK - NOT KNOWN cont'd

777. Afcan, Paschal. Cat assikek'nganka (The things I like). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 30 p. (Not Available).

778. _________. Cikemyaq (Blinky). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1972, 26 p. (Not Available).

779. _________, Egacuyiit Kenurraita Tanqiit (The Twinkle of the Little Spirits lights). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1974, 34 p. (Not Available).

780. _________. Erenerput (Our day). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 28 p. (Not Available - Kraus, CTL, p. 1330).

781. Afcan, Paschal (Translator). Goldilocksaaq pingayun-llu taqukaat (Goldilocks and the three bears). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 46 p. (Not Available).

782. _________. Kameksagka (My mukluks). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 10 p. (Not Available - Kraus, CTL, p. 1330).

783. Afcan, Paschal (Translator and adapter). Kavirliq Nacacuar (Little Red Riding Hood). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1972, 20 p. (Not Available).

784. Afcan, Paschal (Translator). Kul'tilakessaaq pingayun'llu taqukaat. Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1974. (Not Available).

785. _________. Nayirculeriik (Seal hunt). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 10 p. (Not Available - Kraus, CTL. p. 1330).

786. _________. Nunamtni (In our village). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 52 p (Not Available - Kraus, CTL, p. 1330).

YUP'IK - NOT KNOWN cont'd

787. Afcan, Paschal (Translator). Pingayun qimugkauyaraat (The three little puppies). Eskimo Language Workshop, University of Alaska. 1971, 30 p. (Not Available - Kraus, CTL, p. 1330).

788. Afcan, Paschal. Pit'eqarraalria (The First catch). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1974, 46 p. (Not Available).

789. _________. Qanemcicuaraak angalgaam (Two short stories by Pat). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 21 p. (Not Available).

790. _________. Upsankut (Upsaq and his family). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 17 p. (Not Available).

791. Afcan, Paschal, John Angaiak, Martha Teeluk, and Irene Reed. Qunguturaq naruyayagaq (The little pet seagull). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 29 p. (Not Available).

792. Afcan, Paschal and Irene Reed. Caucium piniun'llu (Matter and energy). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 40 p. (Not Available).

793. _________. Nunarpak (The Earth). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 48 p. (Not Available).

794. _________. Yuum temiin elpeksuutai (The Senses of the human body). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 28 p. (Not Available).

795. Alakayak, Anecia. Qaillun irniaruat piurtellrat (How dolls came about). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1974, 16 p. (Not Available).

796. Alexie, Joe. Iralankuk akerta-llu (The moon and the sun). Eskimo Language Workshop, University of Alaska, 1971, 15 p. (Not Available - Kraus, CTL, p. 1331).

797. American Bible Society. Kanearakgtar (New Testament) (Kuskokwim dialect). American Bible Society, New York. 1967, 627 p. (Not Available - Kraus, CTL, p. 1342).

YUP'IK - NOT KNOWN cont'd

798. Andrew, Annie. Uugnar ayalleq (The Mouse that went away). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 20 p. (Not Available).

799. Andrew, George and Sophie Parks. Elitnauram Ayuqucia (report card). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973. (Not Available).

800. Andrew, Helen. Ciutiim qavangua (Ciutiq's dream). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1974, 18 p. (Not Available).

801. Andrew, Maxie. Qugyucullrem kanaqlangellra (How Qugyucullaq got muskrats). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1974, 12 p. (Not Available).

802. Angaiak, John. Maketacuaraanka (My little book). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 62 p. (Not Available - Kraus, CTL, p. 1332).

803. Blanchett, Marie Nick. Cetugpak (Long-nails). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1972, 22 p. (Not Available).

804. Blanchett, Marie N. (Translator). Kaukaq naucetaarpak-llu (Jack and the beanstalk). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973. (Not Available).

805. Blanchett, Marie N, Uqsuqaq mecaq'amek at'lek (A Mallard named "Splash"). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 23 p. (Not Available).

806. Blanchett, Marie (Translator). Waniwa Cinq'aq (Here's Jack). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 24 p. (Not Available).

807. Blanchett, Marie N. and Martha Teeluk. Caliluta aquiluta-llu (We work and we play). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 20 p. (Not Available).

808. __________. Nuk'aq ilai-llu (Nuk'aq's family). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 21 p. (Not Available).

YUP'IK - NOT KNOWN cont'd

809. Coolidge, Joseph. Al'ankut qimugtait (Al'aq's family's dogs) Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 12 p. (Not Available).

810. __________. Igaryaraq II (Worksheets). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 71 p. (Not Available).

811. __________. Kegguterpalek (Big-teeth). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1972, 10 p. (Not Available).

812. Coolidge, Joseph and Marie Blanchett (Translators and adaptors). Wangnek tamalkurma (All about me). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1972, 59 p. (Not Available).

813. Dart, Diane. Angnilria asriq issuriyagaq (The playful little seal). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 22 p. (Not Available).

814. Dart, Diane. Translated by Paschal Afcan. Aseriyagaq issuriyagaq (Little mischief). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 21 p. (Not Available - Kraus, CTL, p. 1330).

815. Enoch, Lincoln. Uugnar angun-llu (The Mouse and the man). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 10 p. (Not Available).

816. Eskimo Language Workshop Staff. Cacirkat (Things to do). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1972, 22 p. (Not Available).

817, __________. Elluarrlua wangnek auluklerkaga (The ways I take care of myself). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska 1973, 15 p. (Not Available).

818. __________. Igaryaraq I (Worksheets). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 200 p. (Not Available).

819. __________. Naaqut'liuryarat caliarkait (Mathematics worksheets). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1972, 100 p. (Not Available).

YUP'IK - NOT KNOWN cont'd

820. Forshaug, Jean and Marie Nick (Translators). Kavirelit kalikanka (My red book). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 26 p. (Not Available - Kraus, CTL, p. 1353).

821. Fulton, Sylvia and Kathleen Breckman. Translated by Marie Nick. Waniwa cinglaq (Here's Jack). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 25 p. (Not Available - Kraus, CTL, p. 1353).

822. Gautier, Dora. Pataaskaarrluunkuk negair-llu (Pataaskaarluk and the spider). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaksa. 1974, 20 p. (Not Available).

823. Gloko, Michael and Moses White. Arnaq pingayun-llu angutet and tutgara'urluq arnassagaq-llu (The woman and the three men and the grandson and the old woman). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973. (Not Available).

824. Jack, Noah. Elluarlua auluklerkaga wangnek (Health unit). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 15 p. (Not Available - Kraus, CTL, p. 134[illegible]).

825. Keim, Geri (Adaptor). Caurluq (a version of Cinderella). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 60 p. (Not Available).

826. Keim, Geri. Kaviaq angniilnguq (The sad little fox). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 21 p. (Not Available).

827. Kipnuk Bilingual Team. Nuk'aq Ilai'llu caliarkaput (Our workbook for Nuk'aq Ilai-llu). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1974, 21 p. (Not Available).

828. Lande, Winifred, Marie N. Blanchett and Martha Teeluk. Handbook for teachers of primary reading of the Yup'ik language. Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1972, 44 p. (Not Available).

829. Lomack, Mary Ann. Acsiyalriit (The berrypickers). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 18 p. (Not Available).

YUP'IK - NOT KNOWN cont'd

830. Lupie, Henry. Maqaruaq, tan'gerliq, usvituli-llu (The rabbit, black bear and wise owl). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1974, 24 p. (Not Available).

831. Meyoryuk students. Translated by Marie Blanchett. Neqa Piitam itaqesciigatellra (The fish that Pete could not catch). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 61 p. (Not Available).

832. Miyaoka, Osahito, et al. Yupik Eskimo classroom grammar. University of Alaska, Fairbanks, Alaska. 1969-1970. (Not Available - Kraus, CTL, p. 1352).

833. Morack, Kathy. Translated by Paschal Afcan. Anuqlirtuq (It's windy). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 26 p. (Not Available).

834. Napoleon, Dorothy. Translated by Martha Teeluk. Wiinguuq (It's me). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 16 p. (Not Available - Kraus, CTL, p. 1361).

835. Neck, Moses. Qanganaq meqsartulria (A squirrel going for water). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 23 p. (Not Available).

836. Nick, Marie. Cetugpak (Long nails). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 12 p. (Not Available - Kraus, CTL, p.1353).

837. Nick, Marie (Translator). Ciukam yupiim qalangesaa (The story of Papik, an Eskimo boy). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 51 p. (Not Available - Kraus, CTL, p. 1353).

838. __________. Nasaaq (Cinderella). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 33 p. (Not Available - Kraus, CTL, p. 1353).

839. Nick, Marie and students at Mekoryuk. Neqa Piitam pitaqesciigalra (The fish that Pete could not catch). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 61 p. (Not Available - Kraus, CTL, p. 1353).

YUP'IK - NOT KNOWN cont'd

840. Nolte, Nancy. Translated by Anna Alexie and Elizabeth Worm. Uutacugluar angun (The gingerbread man). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaksa. 1971, 18 p. (Not Available - Kraus, CTL, p. 1331).

841. Nolte, Nancy. Translated by Paschal Afcan. Yuguaq kelipaq (The gingerbread man). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 23 p. (Not Available - Kraus, CTL, p. 1331).

842. Reed, Irene and Diane Dart. Translated by Paschal Afcan. Ayugenerilenguut yuut (Different kinds of people). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 35 p. (Not Available - Kraus, CTL, p. 1330).

843. Rey, H.A. Translated by Paschal Afcan. Paqnatareli Cuucicuar (Curious George). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 26 p. (Not Available - Kraus, CTL, p. 1330).

844. Teeluk, Martha. Caarkat Goldilocksaamek (Workbook for Goldilocks). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 35 p. (Not Available - Kraus, CTL, p. 1361).

845. __________. Caarkat upsankunek (Workbook for Upsankut, 20). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaksa. 1971, 21 p. (Not Available - Kraus, CTL, p. 1361).

846. __________. Igareyarat (Writing). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 40 p. (Not Available - Kraus, CTL, p. 1361).

847. __________. Ilanka (My family). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 23 p. (Not Available).

848. __________. Kaviarem kavirillra (How the fox turned red). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1972, 24 p. (Not Available).

849. __________. Kuk'uq (Little dog). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 13 p. (Not Available).

Content Level

YUP'IK - NOT KNOWN cont'd

850. Teeluk, Martha. Tan'gurraq nervallalleq (The boy who ate too much). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1973, 15 p. (Not Available).

851. ________ Wii makut pikanka (These belong to me, human anatomy) Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 95 p. (Not Available - Kraus, CTL, p. 1361).

852. Teeluk, Martha and the children at Chesterfield Inlet. Inupiat ayuquciat (Eskimo's way of living). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 46 p. (Not Available - Kraus, CTL, p. 1361).

853. Thoburn, Tina and Betty Lou Hedges. Translated by Martha Teeluk, Marie Nick and Paschal Afcan. Qanemcika wangnek (My story about me). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971. (Not Available - Kraus, CTL, p. 1361).

854. Toyukak, Mary. Qangpiiyaaq tulukaruk angayyaqaq-llu (The Ptarmigan, the crow and the shrew). Eskimo Language Workshop, University of Alaska, Fairbanks, Alaska. 1971, 14 p. (Not Available).

YUP'IK

See also SIBERIAN YUP'IK, ESKIMO

YUROK - BILINGUAL

855. Robins, R.H. The Mourning dove. In William Slager (Editor), English for American Indians, Bureau of Indian Affairs, Washington, D.C. 1971, pp. 78-79.

Legend about the way the mourning dove came to mourn. lit adv

ZUNI - BILINGUAL

856. Newman, Stanley Steward. Zuni grammar. University of New Mexico Press, Albuquerque, New Mexico. 1965, 77 p.

Grammar of Zuni language presented in technical orthography. gram col self

GENERAL BILINGUAL EDUCATION

	Content	Level
857. Anderson, Theodore and Mildred Boyer. Bilingual schooling in the United States, Vol. II. Southwest Educational Development Laboratory, Austin, Texas. 1970. (Available through Government Printing Office, Washington, D.C.).		
Concerned with individual minority groups and their efforts at bilingual education. One chapter deals with Indians, Eskimos and Aleuts. Purpose of work to "reveal the promise of bilingual education and to serve as a guideline for those planning bilingual programs."	hist meth theor	col self
858. Bureau of Indian Affairs. A Kindergarten curriculum guide for Indian children: A bilingual-bicultural approach. Bureau of Indian Affairs, Washington, D.C. 1970, 395 p. (ERIC ED065236).		
A reference work for the development of curricula. Includes material on early childhood education, creation of a learning environment and supporting services. Also includes bibliography of relevant materials.	meth bibl	self col
859. Dissemination Center of Bilingual Bicultural Education. Cartel: annotated bibliography of bilingual bicultural materials, cumulative issue - 1973. Dissemination Center for Bilingual Bicultural Education. 6504 Tiracor Lane, Austin, Texas. 1973, 207 p.		
Most entries deal with Spanish/English bilingual instruction, but several are developed for or by Native North American groups. Information on availability of material is included.	bibl	self
860. __________. CARTEL: annotated bibliography of bilingual bicultural materials, No. 18. Dissemination Center for Bilingual Bicultural Education, 6504 Tiracor Lane, Austin, Texas. 1974, 32 p.		
This issue of CARTEL is devoted to American Indian bilingual/bicultural materials. The majority of entries are English language books about American Indians written for children and/or adults. Native language materials in Navajo, Cherokee and Seminole are discussed briefly.	bibl	self

861. Education Journal. The ABC's of Indian bilingual education. Education Journal of the Institute for the Development of Indian Law, Washington, D.C., September 1973, Vol.2, No. 2, 20 p.

Various articles on Indian bilingual education, including a list of ESEA Title VII Projects serving Indians and Eskimos.	meth theor	self

862. Guide to Title VII ESEA bilingual bicultural projects 1973-1974. Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas. April 1974.

Annotated list of bilingual/bicultural projects in United States and possessions. Projects are arranged by state but some states have several entries. Addresses of project directors are given for ease in contacting workers in the field.	desc bibl	self

863. Holzmueller, Diana Lynn. Multi-media resource list: Indian and Eskimo culture in the North. Center for Northern Educational Research, University of Alaska, College, Alaska, in collaboration with the Institute of Social, Economic, and Government Research. 1973, 59 p.

List of annotated citations arranged by age group of students. After each section, a list of sources with addresses is given. No index.	bibl	self

864. Jessen, Mariana. A kindergarten curriculum guide for Indian children; a bilingual-bicultural approach. United States Bureau of Indian Affairs, Washington, D.C. 1970, 204 p.

Object of work is to enable child to "become deeply involved and self-directive in his learning, acquire a positive image of himself as a person and as a learner, and grow in terms of his intellectual function, his ego strength, initiative, and his inventiveness, his relatedness to people and his coping capacity both in adapting to his culture and eventually to help in shaping it." Work includes mainly English works, with suggestion that teachers translate these to Native tongues for reading to their children.	theor meth	self col

GENERAL BILINGUAL EDUCATION cont'd

865. Rebert, Robert J. Bilingual Education for American Indians. Bureau of Indian Affairs, Washington, D.C. 1971, 102 p. (ERIC ED061789).

Divided into three parts. Part one includes a review of past and present bilingual education, history of language instruction in American Indian schools, and the effect of bilingual education on the American Indian. Part two describes preparation for teaching bilingual students and presents a program for Navajo children. Part three includes a bibliography, glossary of relevant terms and linguistic principles for describing North American Indian and Eskimo bilingual educational materials.

meth col
bibl self

866. Valencia, Atilano. Bilingual/bicultural education - an effective learning scheme for first grade Spanish speaking, English speaking, and American Indian children in New Mexico. A Report of Statistical Findings and Recommendations for the Grants Bilingual Education Project, Grants, New Mexico. Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico. 1970, 46 p. (ERIC ED043418).

Program for introducing native language of student into first grade curriculum. Includes description of program, evaluation design, statistical analysis and author's recommendations.

meth col

GENERAL ESL

Alaska State-Operated School System. What can you hear? Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 34 p.

See under ESKIMO

__________. What do you hear? Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 72 p.

See under INDIANS OF SUBARCTIC

__________. What can you see? Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 34 p.

See under ESKIMO

Content Level

GENERAL ESL cont'd

Alaska State-Operated School System. What can you see? Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 96 p.

See under ESKIMO

________. What can you smell? Alaska State-Operated School Sytem, 650 International Airport Road, Anchorage, Alaska. 1974, 20 p.

See under ESKIMO

________. What do you like to eat? Alaska State-Operated School System, 650 International Airport Road, Anchorage, Alaska. 1974, 33 p.

See under ESKIMO

867. Allen, T.D. and John Povey. Writing to create ourselves; a manual for teachers of English and creative writing in Bureau of Indian Affairs secondary schools. Bureau of Indian Affairs, Washington, D.C. 1969, 186 p. (Not Available - Nafziger, p. 66).

A series of suggestions for improving written English skills among Native American high school students, by increasing motivation to write. Specifics for improving motivation through use of topics from the lives of the students. — meth — sec

868. Antell, Will and Lee Antell. American Indians: an annotated bibliography of selected library resources. Library Services Institute for Minnesota Indians, University of Minnesota. 1970, 156 p.

Bibliography of English language books and non-printed materials likely to give Native Americans a positive self image. Each entry annotated as to date of publication, price, reading level and content. Includes fiction and nonfiction, periodicals, films, slides, records and pictures. Also includes list of Indian organizations and services in Minnesota. — bibl — self

Aragon, Claude, Wallace Cathey. Dan and his pets. Books one through five. Shiprock Independent School District No. 22, New Mexico. 1969, 227 p.

See under NAVAJO

Content Level

GENERAL ESL cont'd

Aragon, Claude, Wallace Cathey. Dan and his pets, teacher's manual. Shiprock Independent School District No. 22, New Mexico. 1968, 174 p.

See under NAVAJO

Bear, Robert. Cree legends. Indian and Northern Education, University of Saskatchewan, Saskatoon, Saskatchewan. ca. 1965, 15 p.

See entry under CREE

Beauline, Antoine. Getting lime. Canarctic Publishing, Limited, Yellowknife, Northwest Territories, Canada, for Curriculum Division, Department of Education, Northwest Territories, Canada. 1973, 15 p.

See under INDIANS OF SUBARCTIC — lit hist — int

869. Bureau of Indian Affairs Office of Education Programs. An annotated bibliography of young people's books on American Indians. Office of Education Programs, United States Bureau of Indian Affairs, Curriculum Bulletin No. 12, Washington, D.C. 1973, 57 p.

List of fiction and nonfiction books about Indians. Books are listed alphabetically by author, and are annotated as to content, tribe, and reading level. — bibl — self

870. Bureau of Indian Affairs. Basic goals for elementary children, beginning level and level one, Vol. 1. Haskell Institute, Lawrence, Kansas. 1966, 147 p.

Outline of behavioral goals and techniques and methods for achieving them. Language Arts areas in English covered are Listening, Speaking, Reading, Writing, Literature. Bibliographies provided for various areas. — meth voc — prim

Content Level

GENERAL ESL cont'd

871. Bureau of Indian Affairs. Basic goals for elementary children, levels seven and eight, Vol. IV. Haskell Institute, Lawrence, Kansas. 1966, 167 p.

Outline of behavioral goals and techniques and methods for achieving them. Language Arts areas in English covered are Listening, Speaking, Reading, Writing, Literature. Bibliographies provided for various areas.

meth int
bibl

__________. Helpful hints for new Bureau of Indian Affairs teachers. Bureau of Indian Affairs, Window Rock, Arizona. 1969, 54 p.

See under NAVAJO

Callaway, Sydney M., Gary Witherspoon et al. Grandfather stories of the Navajo. DINE, Incorporated, Rough Rock Demonstration School, Navajo Curriculum Center, Chinle, Arizona. 1968, 77 p.

See under NAVAJO

872. Canada Department of Information. Elementary education in the Northwest Territories, a handbook for curriculum development. Curriculum Division, Department of Education, Northwest Territories, Canada. ca. 1970, 313 p.

Loose leaf binder with color coded pages, each color dealing with one curriculum area. Language arts section gives language objectives, grade by grade, bibliography of suggested materials, suggested techniques, and a contrastive analysis of English and Eskimo and English and Slavey, an Athabaskan language.

meth self
bibl col

873. Canadian Department of Indian Affairs and Northern Development. Books for teachers and children. Canadian Department of Indian Affairs and Northern Development, Toronto, Education Division. 1970, 28 p. (ERIC ED037266).

Bibliography of relevant books and periodicals published between 1951 and 1969. Materials under ten headings: (1) Books by and about Indian people, (2) General education, (3) Language, (4) English as a Second Language, (5) Reading, (6) Poetry, (7) Pre-school and kindergarten, (8) Disadvantaged child (9) Miscellaneous, and (10) periodicals. Prices included.

bibl self

GENERAL ESL cont'd

Carlson, Vada and Gary Witherspoon. Black Mountain Boy; a story of the boyhood of John Honie. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1968, 81 p.

See under NAVAJO

Cathey, Wallace Joe and his happy family, Book one and two. Shiprock Independent School District No. 22, New Mexico. 1968, 58 p.

See under NAVAJO

874. Center for Applied Linguistics. Recommendations for language policy in Indian education. Center for Applied Linguistics, Arlington, Virginia. 1973, 21 p.

Twenty-five recommendations for English and native language education. Directed to Bureau of Indian Affairs and native groups.

meth self

Center for In-Service Education. But it can't wear glasses. Center for In-Service Education, P.O. Box 754, Loveland, Colorado. 1974.

See under NAVAJO

__________. I am bigger than. Center for In-Service Education, P.O. Box 754, Loveland, Colorado. 1974.

See under NAVAJO

Chino, Galbert. My best friend. Jicarilla Apache Cultural Awareness Program, Dulce, New Mexico. 1974, 9 p.

See under APACHE

CITE, Incorporated. Various.

See under NAVAJO and in APPENDIX

875. Colliou, Rose C. Basic oral English course for kindergarten and grade one beginners. Education Division, Indian Affairs Branch, Department of Citizenship and Immigration, Ottawa. 1966, 289 p.

This course is designed as an Oral English course. Methods included have been used successfully in teaching ESL to non-English speaking beginners. Includes lessons for one year, verses and rhymes, games and activities.

meth prim
lit
pron
voc

Content Level

GENERAL ESL cont'd

Davis, Bertha M. Teaching reading to the bilingual child: motivational techniques. Sharing Ideas, Arizona State Department of Education, Phoenix Arizona. 1970, Vol. 7, No. 6, 69 p.

See under NAVAJO

876. Estrada, Beatrice Torres. Manual of sentence patterns for teaching English as a second language (Book 1). Revised ed. Gallup-McKinley Schools, Gallup, New Mexico. 1966, 227 p.

Manual designed to "present a useful and complete method for teaching English to all non-English speaking students entering school for the first time." Twenty-two units with 183 lessons, each lesson in four parts--review, teach, suggested procedures, and enrichment activities. — meth — col self

Football, Virginia. Tesqua and the chief's son. Curriculum Division, Department of Education, Northwest Territories, Canada. 1972, 32 p.

See under DOGRIB

Glendon, Mary Troy. The curious kid. Navaho Curriculum Center. Rough Rock Demonstration School, Chinle, Arizona. 1971, 16 p.

See under NAVAJO

__________. Hand chart book to accompany the curious kid. Navaho Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1971, 22 p.

See under NAVAJO

877. Goodner, James. Language and related characteristics of 1968 Haskell Institute students. University of Minnesota, Minneapolis, Minnesota. 1970, 83 p.

Study of comparison of performance in English of Indian students from three language environments: 1) homes in which both Indian and English were spoken, 2) homes in which only English was spoken, 3) homes in which only the Indian language was spoken. Appendix has survey questions and student responses. — theor — col

Content Level

GENERAL ESL cont'd

Gorman, Howard, Scott Preston. Navajo history, Vol. 1. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona and Navajo Community College Press. 1970, 250 p.

See under NAVAJO

878. Graustein, Jean McCarthy and Carol L. Jaglinski. An annotated bibliography of young people's fiction on American Indians. Office of Education Programs, U.S. Bureau of Indian Affairs, 1951 Constitution Avenue, NW, Washington, D.C. 1972, 55 p.

Part One is a list of fictional works by tribe, Part Two is an annotated list by author. Most but not all of items in Part One are annotated in Part Two. Bibliography covers period from 1933 to 1966, but is not totally comprehensive for this period. Annotations include tribal identification, reading level, and story synopsis. Should be useful in gathering outside reading for Native American students. — bibl — self int

879. Harkins, Arthur M. Modern Native Americans: a selective bibliography. Minnesota University, Minneapolis, Minnesota. 1971, 131 p. (ERIC ED054890).

List of 1500 items published between 1927 and 1970. One of areas covered is English as a Second Language. — bibl — self

Hoffman, Virginia. Lucy learns to weave: gathering plants. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1969, 46 p.

See under NAVAJO

Hoffman, Virginia and Broderick H. Johnson. Navajo biographies. DINE, Inc. and Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1970, 342 p.

See under NAVAJO

Content Level

GENERAL ESL cont'd

880. Idaho State Department of Education. Books about Indians. Idaho State Department of Education, Indian Education, Boise, Idaho. 1971, 175 p.

Bibliography of hundreds of items published from 1800 to 1969. Covers popular and academic works, fiction and nonfiction, juvenile and adult. Items arranged by publisher, which makes for considerable duplication. Many entries are annotated as to content and grade level of material. Should be valuable resource for Native American ESL students. bibl self

Jicarilla Apache Cultural Awareness Program. I used to be afraid. Jicarilla Apache Cultural Awareness Program, Dulce, New Mexico. 1974, 29 p.

See under APACHE

Kane, Katy. Language arts portion of the CITE curriculum. CITE, Inc. 1081 Gayley, Los Angeles, California. 1973, 14 p.

See under NAVAJO

MacDiarmid, J.A. Johnny goes hunting. Curriculum Division, Department of Education, Yellowknife, Northwest Territories, Canada. 1972, 29 p.

See under DOGRIB

__________. Johnny goes to Yellowknife. Curriculum Division, Department of Education, Yellowknife, Northwest Territories, Canada. 1972, 21 p.

See under DOGRIB

__________. Tendi goes beaver snaring. Curriculum Division, Department of Education, Yellowknife, Northwest Territories, Canada. 1972.

See under DOGRIB

__________. Tendi's mossbag. Curriculum Division, Department of Education, Yellowknife, Northwest Territories, Canada. 1972, 15 p.

See under DOGRIB

Content Level.

GENERAL ESL cont'd

881. Marken, Jack Walter. The Indians and Eskimos of North America: a bibliography of books in print through 1972. University of South Dakota, Vermillion, South Dakota. 1973, 200 p.

Bibliography of 4,050 entries, divided into bibliographies, handbooks, autobiographies, myths and legends, and other books. Includes a large list of fictional works for children, and a list of twentieth century fiction about Indians. — bibl self

882. Mitchell, Marjorie (Compiler). Native Indian studies and curriculum development programmes: a descriptive mailing list. British Columbia Intercultural Curriculum Project, Studies of Intercultural Education, University of Victoria, Victoria, British Columbia. 1974, 26 p. (ERIC ED108843).

Annotated listing of 96 educational projects, with mailing addresses. Items organized by Canadian province or United States state within four categories: 1) Canadian Native Indian Studies, 2) Canadian Curriculum Development Projects, 3) American Native Indian Studies, 4) American Curriculum Development Projects. — bibl self

883. Mullen, Diana. Fluency first: instructor training course. Training Research and Development Station, Prince Albert, Saskatchewan. 1972, 150 p. (ERIC ED082199).

Manual for teachers of ESL to illiterate adults of Indian ancestry. Contents include outline notes for proposed topics and list of learning activities. — meth self col

_________. LEREC: learning English as a second language through recreation. Saskatchewan Newstart, Inc., Prince Albert, Saskatchewan. 1972, 263 p.

See under INDIANS OF SUBARCTIC

884. _________. A plan for fluency first. Saskatchewan Newstart, Inc. Prince Albert, Saskatchewan. 1971, 183 p. (ERIC ED056565).

Detailed report on program for teaching English as second language to adult Indians. Includes annotated list of materials on language, language teaching, and Indian culture. Course content included with discussion of instructional arrangements and objectives. — meth col bibl self

GENERAL ESL cont'd

No.	Entry	Content	Level
885.	Nafziger, Alyce J. American Indian education, a selected bibliography, supplement no. 1. New Mexico State University, University Park, New Mexico. 1970, 132 p. Bibliography is divided into two parts. Part one covers abstracts of 176 documents cited in "Research in Education" from September 1969 through September 1970. Part two covers 81 citations from "Current Index to Journals in Education" from January 1969 through June 1970.	bibl	self
886.	Ohannessian, Sirarpi. The study of the problem of teaching English to American Indians. Center for Applied Linguistics, Washington, D.C. 1967, 40 p. Report and recommendations of a study group on teaching English. Recommendations cover testing, reading, adult education.	meth theor	self
887.	________. Teaching English to speakers of Choctaw, Navajo, and Papago; a contrastive approach. Prepared at the Center for Applied Linguistics for the Bureau of Indian Affairs, Center for Applied Linguistics, Washington, D.C. 1969, 138 p. Series of articles commissioned by the Bureau of Indian Affairs to make available to teachers some of the results of a comparison of English with the three languages involved. Articles based on work of linguists who have studies these languages.	theor meth desc	col self

Parrish, Sidney. How sickness came to the people. Ya-ka-ma, Indian Education and Development, Inc. P.O. Box 11339, Santa Rosa, California. 1974, 16 p.

See under INDIANS OF CALIFORNIA

________. The owl story, Ya-ka-ma, Indian Education and Development, Inc. PO Box 11339, Santa Rosa, California. 1974, 8 p.

See under INDIANS OF CALIFORNIA

________. The slug woman. Ya-ka-ma, Indian Education and Development, Inc. P.O. Box 11339, Santa Rosa, California. 1974, 12 p.

See under INDIANS OF CALIFORNIA

GENERAL ESL cont'd

Roessel, Robert A. and Dillon Platero. Coyote stories of the Navajo people. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1968, 141 p.

See under NAVAJO

Rough Rock Demonstration School. Curriculum guidelines for the skills of English. Rough Rock Demonstration School, Chinle, Arizona. 1969, 133 p.

See under NAVAJO.

Sawyer, Marileta. C and Sid. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1971, 16 p.

See under NAVAJO

_________. The gink. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1971, 11 p.

See under NAVAJO

_________. Super grape and the ape. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1971, 12 p.

See under NAVAJO

Schwanke, Jack H. Close up things.Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1970, 24 p.

See under NAVAJO

_________. Kinalda. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1970, 93 p.

See under NAVAJO

_________. Navajo pottery. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1970, 22 p.

See under NAVAJO

_________. Navajo wedding. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1970, 60 p.

See under NAVAJO

Content Level

GENERAL ESL cont'd

888. Scoon, Annabelle R. Bibliography of Indian Education and curriculum innovation. Albuquerque Indian School, New Mexico. June 1971, 62 p. (ERIC ED053614).

Bibliography of over 200 ERIC documents with abstracts. Divided into three sections: 1) Indian education and bilingualism, 2) general aspects of American Indian education, 3) innovative curriculum concepts and materials. — bibl self

889. Selby, Suzanne R. Bibliography on materials in the field of Indian education. Saskatoon Institute for Northern Studies, Saskatchewan. 1968, 110 p. (ERIC ED026180).

Bibliography of one hundred and five annotated entries, covering books, articles and pamphlets on Indian education published from 1956 to 1968. Appendix contains a list of other bibliographies, journals and research centers working with Indian and Eskimo education. — bibl self

890. Shears, Brian T. Aptitude, content and method of teaching word recognition with young American Indian children. Doctoral dissertation, University of Minnesota. 1970, 162 p. (Not Available - Dissertation Abstract #70- 20,250).

Report of a strictly controlled reading experiment with twelve kindergarten students on Red Lake Indian reservation. Four teaching methods were used - auditory method using words familiar to students, auditory method with basal reader words, visual method with words familiar to students, and visual method with basal reader words. No signifcant difference in results with visual and auditory. Significantly more familiar words learned than basal reader words. — meth theor col

Shiprock Independent School District, No. 22. Phillip and his family. Shiprock Independent School District No. 22, New Mexico. 1968, 243 p.

See under NAVAJO.

Shumway, Cherie. Hello, tree. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1971, 19 p.

See under NAVAJO

Content Level

GENERAL ESL cont'd

Sikkuark, Nick. Book of things you will never see. Keewatin Region Education Office, Department of Education, Curriculum Division, Government of Northwest Territories, Yellowknife, Northwest Territories, Canada. 1973, 25 p.

See under INDIANS OF SUBARCTIC

__________. What animals think. Keewatin Region Education Office, Department of Education, Curriculum Division, Government of Northwest Territories, Yellowknife, Northwest Territories, Canada. 1973, 39 p.

See under INDIANS OF SUBARCTIC

Sisco, Wilfred. Mother Nature at work. Center for In-Service Education, P.O. Box 754, Loveland, Colorado. 1974.

See under NAVAJO

__________. My uncle. Center for In-Service Education, P.O. Box 754, Loveland, Colorado, 1974.

See under NAVAJO

891. Slager, William R. (Editor). English for American Indians; a newsletter of the Office of Education Programs. Bureau of Indian Affairs, Department of the Interior, Washington, D.C. 1971, 85 p.

Issue devoted to literature and creative writing with emphasis on teaching American Indian students. Final section includes stories, legends and tales from Shoshoni, Nahuatl, Cherokee, Navajo, and Yurok with English translations.

meth self
bibl col

892. __________. Language in American Indian education: a newsletter of the Office of Education Programs. Bureau of Indian Affairs, Department of the Interior, Albuquerque, New Mexico. Fall 1971, 92 p.

This issue contains articles on materials for teaching English, bilingual reading materials, language study programs. Also has section on specific instructional materials, particularly Navajo materials, and section of stories in several Indian languages, with English translations.

meth self
bibl col

GENERAL ESL cont'd

893. Slager, William R. (Editor). Language in American Indian Education: a newsletter of the Office of Education Programs. Bureau of Indian Affairs, Department of the Interior, Albuquerque, New Mexico. Spring 1972, 116 p.

This issue contains a bibliographic essay on the Sioux language, a report on two bilingual education programs, an article on evaluation of student progress in English. Also included are a Papago story and sample of Cree language materials.

meth self
bibl col

894. Stensland, Anna L. American Indian culture and the reading program. Journal of Reading. 1971, Vol. 15, No. 1, p. 22-26.

Brief bibliography of books appropriate for the American Indian child who has difficulty reading English. Lists are given of fiction, biography, and anthologies dealing with American Indians and their cultures. Entries annotated with precis of contents. Entries chosen for their viewpoint and their interest, rather than degree of difficulty.

bibl self

Talaswaima, Terrance. Hopi bride at the home dance. Hopi Action Program, P.O. Box 178, Oraibi, Arizona. 1974, 21 p.

See under HOPI

Tefft, Virgi[illegible] J. A physical education guide with English language practice drills for teachers of Navajo kindergarten and primary school children. University of New Mexico, Albuquerque, New Mexico. 1969, 461 p.

See under NAVAJO

Trueba, Antonio de. The fox and the wolf. Navajo Curriculum Center, Rough Rock Demonstration School, Chinle, Arizona. 1970, 18 p.

See under NAVAJO

Unka, Helene. Working for wages. Curriculum Division, Department of Education, Northwest Territories, Canada. 1973, 19 p.

See under INDIANS OF SUBARCTIC

GENERAL ESL cont'd

	Content	Level
895. Whiteside, Don (sin a paw). Aboriginal people: a selected bibliography concerning Canada's first people. National Indian Brotherhood, Ottawa, Ontario. 1973, 345 p.		
Selected bibliography of works. published and unpublished. Of particular interest is section XVI, Formal Education. Bibliography contains relatively few works directly relevant to language education, but many that may be useful for background, cultural, economic or political information. Indexed by author and subject.	bibl	self

GENERAL LANGUAGE

	Content	Level
896. Boas, Franz. Race, language and culture. Free Press Paperback edition, New York. 1966, 647 p. (Reprint of publication by Macmillan Co., New York. 1940).		
Approximately one fifth of this work is devoted to American Indian languages. In addition the culture section contains several chapters on American Indian mythology and folktales. There are several useful articles on the culture of the Eskimo. The work has no index but the table of contents is quite detailed and makes the book easy to use. Very good background information provided.	desc	self col
897. __________. Introduction to handbook of American Indian Languages. Indian linguistic families of America north of Mexico, by J.W. Powell. Preston Holder (Editor). University of Nebraska Press, Lincoln, Nebraska. 1966, 221 p. (Reprint of publication by Boas, 1911 and Powell 1891).		
Double volume of linguistic background on native North American languages. Boas's section is concerned with basic linguistic characteristics. Powell's section is concerned with the classification of languages in terms of lexical elements. Two works bound together because both bear on the problem of defining the nature of North American native languages.	desc theor	col self

Content Level

GENERAL LANGUAGE cont'd

898. Osborn, Lynn R. A bibliography of North American Indian speech and spoken language. University of Kansas, Lawrence, Kansas. 1968, 57 p. (ERIC ED044223).

List of approximately six hundred items published between 1810 and 1967. Intended as a list of resource materials for students of native North American languages. bibl self

899. Pilling, James C. Bibliographies of the languages of the North American Indians. AMS Press, New York. 1973, 3 vol. (Reprint of publications of U.S. Government Printing Office, Washington, D.C. 1887-1894.)

These volumes contain reprints of bibliographies compiled in the late 19th century from "the principal public and private libraries of the United States, Canada, and Northern Mexico" by James Pilling. Arrangement is alphabetical by author within language family, or by title when author is unknown. Volume One contains separate bibliographies on the following language families -- Eskimo, Siouan, Iroquoian and Muskhogeon. Volume Two is comprised solely of the Algonkian bibliography. Volume Three contains separate bibliographies on Athabascan, Chinookan, Salishan, and Wakashan languages. bibl adv self

900. Pilling, James C. Catalogue of linguistic manuscripts in the library of the Bureau of American ethnology. Osiris Publications, Montreal, Quebec. 1973, 22 p. (Reprint of publication by U.S. Government Printing Office, Washington, D.C. 1881.)

Bibliography of linguistic holdings of the Smithsonian Institution as of the original date of publication. Many of the items listed are vocabularies. No subject access to the list. Items arranged alphabetically by author. bibl self col

Powell, J.W. Indian linguistic families of America north of Mexico.

See under Boas, Franz. Introduction to handbook of American Indian languages, in this section.

Content Level

GENERAL LANGUAGE cont'd

901. Summer Institute of Linguistics. Reprints. Summer Institute of Linguistics, P.O. Box 1960, Santa Anna, California. 1973, 32 p.

List of reprints of language materials offered by the SIL. Some deal with native North American languages. Items are listed alphabetically by author with title and cost. No further annotation. bibl self

Content Level

APPENDIX I

902. Bass, Willard P. and Henry G. Burger. American Indians and educational laboratories. Publication No. 1-1167, Southwestern Cooperative Educational Laboratory, Inc., 117 Richmond Drive, NE, Albuquerque, New Mexico. 1967, 37 p.

Discussion of standing and problems of native North American student vis-a-vis Anglo school system. Suggested remedies include education of teachers in a native North American culture. Includes map of native North American language areas in the United States, proportion of native North American school enrollment by area, comparison of native North American census figures (income, life expectancy, etc.) to general population of United States.

meth col
theor self

903. Dudley, John Wallace. Testing American Indian perceptions of English. M.A. thesis - TESOL. University of California, Los Angeles. 1971, 98 p.

Design for a test to measure native North Amercans' receptive competence in English at the university level. Results of test administered to one group are included.

test col
theor

904. Hale, Kenneth. A new perspective on American Indian linguistics. New Perspectives in the Pueblos. School of American Research Book, University of New Mexico Press, Albuquerque, New Mexico. 1972, p. 87-110.

Argument for the continuation of American Indian linguistic study by native speakers of American Indian languages. Several examples of the success of this method given.

meth col
theor

905. Harris, David P. (Editor). Report of the evaluation of English as a second language in Navajo area schools. Conducted for U.S. Bureau of Indian Affairs by Teachers of English to Speakers of Other Languages (TESOL), Washington, D.C. 1970, 54 p.

Consensus of the TESOL team which evaluated English as a Second Language programs in Navajo area schools. Purpose of evaluation was to provide objective professional assessment of ESL programs. Evaluations were product of site visits to each school.

meth col
theor

APPENDIX I cont'd

	Content	Level
906. Hopkins, Thomas R. Language testing of North American Indians. Paper delivered at Conference on Problems in Foreign Language Testing, English Language Institute, University of Michigan, Ann Arbor, Michigan, September 28-30, 1967 (Sponsored by U.S. Bureau of Indian Affairs). 1968, 32 p.		
Review of research and studies on language testing of North American Indians and Eskimos. Only standardized tests included, some of which were still in process of development.	test	col
907. Ohannessian, Sirarpi (Editor). Planning conference for a bilingual kindergarten program for Navajo children; conclusions and recommendations, October 11-12, 1968. Center for Applied Linguistics, Washington, D.C. 1969, 16 p.		
Research commissioned by the Bureau of Indian Affairs by a committee of experts from various fields. Lengthy discussions of theory, policy and practical aspects of bilingual programs.	theor meth	col self
908. Ohannessian, Sirarpi. The study of problems of teaching English to American Indians: Report and Recommendations, July 1967. Center for Applied Linguistics, Washington, D.C. 1968, 40 p.		
Study commissioned by the Bureau of Indian Affairs to "Assess...the learning and teaching of English" in certain BIA schools and public schools which have American Indian students. Concentrated on four problem areas: 1) administration of boarding and day schools, 2) teacher performance, preparation, recruitment and retraining, 3) student performance, and 4) instructional materials. Recommendations of the investigating committee are listed in the final section.	meth theor	col self
909. Powell, J.V. Pidgins as an alternative in teaching moribund Canadian Indian languages. Department of Anthropology and Sociology, University of British Columbia, Vancouver, British Columbia. 1973, 12 p.		
Author points out that many Canadian Indian languages have died or are in the process of doing so. However, many tribes with moribund languages might prefer a pidgin language to no tribal language at all. Author proposes to teach Indian children a pidgin language in order to sustain their cultural heritage. His belief is that a partially bilingual program is better than a completely English one.	meth theor	self

APPENDIX I cont'd

	Content	Level
910. Sandstrom, Roy L. (Editor). Clash of cultures: report of the Institute on "The American Indian student in higher education," held at St. Lawrence University, July 10-28, 1972. St. Lawrence University, Canton, New York. 1972, 128 p.		
Report from meeting of several high level educators and social scientists and advocates of native North American rights. Lectures, workshops, ancillary articles. Of considerable interest in showing progress in field of native North American education at this time.	meth theor	self
911. Spolsky, Bernard. An evaluation of two sets of materials for teaching English as a second language to Navajo beginners. Consultants in Teaching English, Los Angeles, California. 1969, 21 p.		
Spolsky reviews assumptions behind the works evaluated. Also evaluates proposed methodology, and actual use of materials in the classroom. He then lists conclusions and recommendations. Appendix is Spolsky's "Linguistic and language pedagogy--applications or implications?"	theor meth	col self
912. __________. Navajo language maintenance III: accessibility of school and town as a factor in language shift. Navajo Reading Study, Progress Report No. 14, University of New Mexico, 1805 Roma, NE, Albuquerque, New Mexico. 1971, 29 p.		
Comparison of the effects on language use of isolation from and proximity to speakers of other languages. Study showed that students of Bureau of Indian Affairs schools, many of them from remote areas of the Navajo Reservation, tend to speak only Navajo when they come to school. However, Navajo students at public schools, many of whom live off reservation or on the border, tend to be bilingual in Navajo and English. Author suggests latter is due to daily interaction with English speakers, and that it is likely that some English is spoken in homes of Navajo public school students.	meth theor	col self

APPENDIX I cont'd

	Content	Level
913. Spolsky, Bernard and Wayne Holm. Bilingualism in the six year old Navajo child. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1971, 15 p. (Also in Conference on Child Language, reprints of papers presented at conference, Chicago, November 22-24, 1971, p. 225-239).		
Author contends that Navajo children generally speak more English by the time they reach first grade than was previously believed. Factors encouraging this tendency are monolingual (English) schools and contacts outside reservation.	theor	col self
914. ________. Literacy in the vernacular: the case of the Navajo. Navajo Reading Study, University of New Mexico, Albuquerque, New Mexico. 1971, 21 p.		
Review of status of Navajo and English language competency among Navajo. Argument for literacy in Navajo as means to preserve native language. Example of Cherokee experience with Sequoyah's syllabary discussed.	meth theor	self
915. Willink, Elizabeth W. A comparison of two methods of teaching English to Navajo children. Ph.D. Dissertation, University of Arizona. 1968, 232 p. (Not Available - Dissertation Abstracts, #68- 14,910).		
Comparison of traditional experiential English teaching to Teaching English as a Second Language. Using elementary grades in Navajo reservation schools. Standard tests showed TESL trained students to be more proficient in English.	meth	col
916. Young, Robert W. English as a second language for Navajos; an overview of certain cultural and linguistic factors. U.S. Bureau of Indian Affairs, Washington, D.C. 1968, 169 p.		
Essay to "give a modicum of insight into the world-view of the Navajo through the window of the Navajo language, in order that better ESL materials be developed for Navajos and other Indians." Premise is that teacher who understands the culture and language of pupils is better equipped than teacher who knows only target language (English).	meth theor desc	col self

APPENDIX II

CITE (Consultants in Total Education), Inc.

These materials, while developed for the Navajo, were intended to be general purpose ESL materials, and few of the items are specifically concerned with Navajo culture. The materials were developed for use in a total CITE curriculum; however, individual strands and/or books from these strands can be and have been used separately from the whole.

Author and publisher of all the following materials is CITE, Inc., 1081 Gayley Avenue, Los Angeles, California.

		Content	Level
917.	Auditory strand, Vol. I-III. ca. 1969, 468 p. Ninety-eight detailed lesson plans for kindergarten or first grade students. Aim is to introduce learner to rhythm and sounds of English language through rhymes and songs. Explanation of methodology included.	meth	prim
918.	Categorization and characterization strand. 1972, 18 p. Aim here is to teach Navajo children to listen to spoken Navajo, ask questions in Navajo and act out stories in Navajo. Six sample lessons provided, with English dialog to be translated into Navajo by teacher or aide. Traditional and modern Navajo stories suggested for use. For kindergarten.	lit	prim
919.	Composition strand, Vol. 1-13. 1973-1974, 1045 p. One hundred and fifty-three detailed lesson plans. Aim is to teach students to generate sentences and paragraphs in English on a given topic. Progresses from oral generation to written. Punctuation rules and sentence arrangement included. For first and second grade.	script gram	prim
920.	Composition strand, teacher's guide. 1974, 29 p. Explains theory behind the lesson plans described above, and methods of implementing them.	theor meth	self col
921.	Critical thinking strand, Vol. 1-6. 1974, 374 p. Sixty-eight lesson plans. Aim is to teach student to distill actual meaning from written and oral sentences - to spot contradictions, recognize generalizations, etc. by employing simplified logic diagrams. For elementary grades 1-6.	meth gram	prim int

APPENDIX II cont'd

	Content	Level
922. Critical thinking workbooks, Vol. 1-6. 1974, 921 p. Workbooks to accompany lessons described above. Students are given space to diagram sentences to discern meaning and application to other sentences. Answers and correct diagrams given on following pages.	gram	prim int
923. Dramatization strand. 1970, 91 p. Eighteen detailed lesson plans. Aim is to teach children pronunciation and intonation of English sounds through mimicking words using those sounds and dramatizing situations involving those words. For kindergarten.	pron	prim
924. English listening strand, Vol. 1-10. 1973, 1236 p. Ninety detailed lesson plans. Aim is to teach students to distill meaning from oral English, by applying simplified logical analysis to adaptations of famous stories -- Alice in Wonderland, Gulliver's Travels, Horton Hears a Who, and the biography of Helen Keller. Strand precedes Critical Thinking (see above) and follows Listening (see below).	gram	prim
925. English listening dictionary, Vol. 1-4. 1973, 171 p. Dictionary of words introduced in stories of English Listening strand. Words are presented at top of each page in upper and lower case type, with definition at bottom of page. Some words illustrated.	voc	prim
926. English listening, teacher's guide. 1973, 19 p. Explains the theory behind the lesson plans described above, and methodology used in implementing the theory.	theor meth	self col
927. English rhetoric strand, Vol. 1-3. 1972, 382 p. Forty-nine lesson plans. Aim is to teach children ways to express various emotions through dramatization. Dialog is given in English, but use in native language is also suggested. Dramatizations center on imaginary characters. For first grade.	voc meth	prim

APPENDIX II cont'd

	Content	Level
928. English rhetoric, Vol. 1-4. 1973, 369 p. Twenty detailed lesson plans. Aim is to have students ask questions about and dramatize real life situations. For second grade.	meth	prim
929. English rhetoric, teacher's guide. 1973 10 p. Explains theory behind lesson plans described above and methodology used in developing them.	theor meth	self col
930. Introductory readings to the CITE bilingual curriculum. 1970, 57 p. Background reading in theory and methodology for teachers using the CITE curriculum. Includes self testing worksheets for readers to check their comprehension.	theor meth	col self
931. Listening strand, Vol. 1, 3-5 (Vol. 2 not available). 1972, 791 p. Seventy-three detailed lesson plans. Aim is to improve learners' comprehension of oral English through review and analysis of short stories with controlled vocabulary. Precedes English listening and Critical thinking strands (see above).	voc	prim
932. Notes on a theory of second-language instruction. 1969, 71 p. Collection of papers pertinent to the CITE curriculum. Included are a rationale for the CITE curriculum, instructions for planning an ESL lesson, and a sample lesson.	meth theor	col self
933. Phonology strand, Vol. 1, 3, 7 (other volumes not available). 1972, 383 p. Series of lessons introducing sounds of English through minimal-pair words, both real and invented. Students become familiar with distinction between words in pair (bet/bat) by playing various games with them. For kindergarten.	pron	prim
934. Pronunciation strand, Vol. 2 (Vol. 1 not available). 1972, 61 p. Nine detailed lesson plans. Aim is to teach students pronunciation of English language sounds through mimicking teacher's pronunciation of various minimal pair words, both real and invented. For first grade.	pron	prim

APPENDIX II cont'd

	Content	Level
935. Reader: Ants are interesting, Parts I and II, Teacher's copy. 1974, 76 p. Factual discussion of the lives and activities of ants. Illustrated. Format for this series of CITE readers is to present a short segment of story which leaves reader with a question. This question is stated and answered on the next page. In teacher's copy, question is also printed on page with text that precedes it.	lit	int
936. Reader: Birds are interesting, Parts I and II, Teacher's copy. 1974, 76 p. Factual discussion of birds, their anatomy, life history and the various ways they survive. Illustrated. See "Reader: Ants are interesting," above for format.	lit	int
937. Reader: A birthday party by the swamp. 1973, 11 p. Story about a dinosaur's birthday party. Illustrated.	lit	prim
938. Reader: The bubble gum pink reading book. 1973, 48 p. Story of the Three Billy Goats Gruff retold. Second section of book consists of short series of questions and answers about this story and others in the reading series.	lit	int
939. Reader: The copper penny reading book. 1973, 28 p. Story of Hansel and Gretel retold. Second section of book consists of series of questions and answers about this story and others.	lit	int
940. Reader: Dogs are interesting, Parts I and II. 1974, 70 p. Factual discussion of the history of dogs' companionship and service to man. Illustrated. See "Reader: Ants are interesting" above for format.	lit	int
941. Reader: Early communication / Let's talk to each other, Teacher's copy. 1974, 79 p. Factual discussion of various sorts of communication, from cave paintings to telephones. Illustrated. See "Reader: Ants are interesting" above for format.	lit	int

APPENDIX II cont'd

		Content	Level
942.	Reader: The egg yolk yellow reading book. 1973, 50 p. Two short adventure stories -- one about a pair of twins in Tahiti, one about a boy in the French Alps. Each story is followed by a series of questions about that story.	lit	int
943.	Reader: Facts about air. 1973, 19 p. Explanations of four simple science experiments which can be performed at home or in the classroom. Illustrated.	lit	int
944.	Reader: Facts about animals of long ago. 1973, 37 p. Factual descriptions of three extinct animals -- the brontosaur, the wooly mammoth, and the dodo. Illustrated.	lit	int
945.	Reader: The first reading book. 1973, 31 p. Story of the Ugly Duckling retold. Second section consists of pairs of questions followed by two paragraph stories which answer the questions.	lit	int
946.	Reader: Hansel and Gretel. 1973, 21 p. The traditional fairy tale retold. Illustrated.	lit	int
947.	Reader: Iffy, the boy who got his wish, Teacher's copy. 1974, 40 p. Fairy tale about an unhappy prince who wants to be a frog. Illustrated. See "Reader: Ants are interesting" above for format.	lit	int
948.	Reader: The ivory reading book. 1973, 44 p. Factual discussion of the moon. Second section consists of series of questions and answers about this reading material and others in the series.	lit	int
949.	Reader: The lemon yellow reading book. 1973, 24 p. Story of the little red hen. Major portion of book consists of a series of questions and answers about this and other stories.	lit	int
950.	Reader: The lion and the mouse. 1973, 11 p. Aesop's fable about the value of even the smallest of friends, retold. Illustrated.	lit	int

	Content	Level
951. Reader: Maxine's mystery. 1973, 11 p. A little girl makes a mystery gift for Mother's Day. Illustrated.	lit	int
952. Reader: The mustard gold reading book. 1973, 37 p. Story of the Gingerbread Boy retold. Second portion of book consists of short series of questions and answers about this story and others.	lit	int
953. Reader: My story book. 1973, 6 p. Story about two thoughtless boys whose games disturb a group of frogs. Illustrated.	lit	int
954. Reader: Nancy's dumb bird / Ralph the jacks player, Teacher's guide. 1974, 73 p. Two short stories -- one about a young Japanese-American girl who rescues a wounded bird, and one about a young Anglo boy who loves to play jacks. Illustrated. See "Reader: Ants are interesting" above for format.	lit	int
955. Reader: Nelson's dream. 1973, 13 p. Story about a young boy who dreams he goes to the moon with the astronauts. Illustrated.	lit	int
956. Reader: The odd little children, Teacher's copy. 1974, 40 p. Story about four misfits who sail off to a place where they will feel less lonely. Illustrated. See "Reader: Ants are interesting" above for format.	lit	int
957. Reader: The old woman and her geese, Teacher's copy. 1974, 31 p. Folk tale about a clever old woman who solves her problems in a roundabout way. Illustrated. See "Reader: Ants are interesting" above for format.	lit	int
958. Reader: Penelope's adventure / Charlie the newspaper boy, Teacher's copy. 1974, 82 p. Two stories, one about an adventurous Anglo girl, one about an urban Black boy who wants to get a job. Illustrated. See "Reader: Ants are interesting" above for format.	lit	int

		Content	Level
959.	Reader: Peter plays baseball / A day in the life of Maribel, Teacher's copy. 1974, 80 p. Two stories, one about a young Anglo boy learning to play baseball, one about a day in the life of a young Chicana farm worker. Illustrated. See "Reader: Ants are interesting" above for format.	lit	int
960.	Reader: Pinocchio, Parts I and II, Teacher's copy. 1974, 72 p. The traditional Italian story retold. Illustrated. See "Reader: Ants are interesting" above, for format.	lit	int
961.	Reader: The proud peacock, Teacher's copy. 1974, 38 p. Story about a peacock who learns a lesson about humility. Illustrated. See "Reader: Ants are interesting" above for format.	lit	int
962.	Reader: The robin's egg blue reading book. 1973, 39 p. Folk tale about the Little Red Hen and the Sly Fox retold. Second portion of book consists of series of questions and answers about this story and others.	lit	int
963.	Reader: The second reading book. 1973, 29 p. Short story about a visit to the zoo. Major portion of book consists of series of pairs of questions, followed by two paragraph stories which answer the questions.	lit	int
964.	Reader: Signs and signals / Mass communication, Teacher's copy. 1974, 70 p. Factual discussion of various systems of communication from hand signals to television. Illustrated. See "Reader: Ants are interesting" above for format.	lit	int
965.	Reader: The tangerine reading book. 1973, 43 p. Aesop's fables of the Hare and the Tortoise and The Boy Who Cried Wolf. Large portion of book consists of short series of questions and answers about these and other stories.	lit	int

APPENDIX II cont'd

	Content	Level
966. Reader: The third reading book. 1973, 27 p. Story about the unhappy fate of a rabbit's new hat. Major portion of book consists of series of pairs of questions, each pair followed by a two paragraph story answering these questions.	lit	int
967. Reader: Two fables. 1973, 16 p. Aesop's fables of the Wind and the Sun and The Grasshopper and the Ant retold. Illustrated.	lit	int
968. Reader: The ugly duckling. 1973, 9 p. Hans Christian Andersen's story retold. Illustrated.	lit	int
969. Reader: What happened to Blossom Bunny's new hat? 1973, 8 p. Story about the unhappy fate of a rabbit's new hat. Illustrated.	lit	int
970. Reader: Why the country mouse went back home. 1973, 5 p. Shortened version of Aesop's fable about the City Mouse and the Country Mouse. Illustrated.	lit	int
971. Reader: The zoo book. 1973, 15 p. Factual discussion of zoos and a story about a visit to a zoo. Illustrated.	lit	int
972. Reading strand, primer lessons, Vol. 1, 1a, 2. 1973 199 p. Fifteen detailed lesson plans intended as a bridge between reading isolated words and/or simple sentences and reading texts. First grade level.	meth voc	prim
973. Reading strand, level C, Vol. 1-11. 1973, 845 p. Sixty-two detailed lesson plans centering around various reading materials. Second grade level.	meth voc	int
974. Reading strand, Level C, Navajo Unit. 1974, 25 p. Three detailed lesson plans centering around three traditional Navajo stories (in English). Second grade level.	meth	int

APPENDIX II cont'd

975. Reading strand, level C, Vol. 1-3 (second series). 1974, 232 p.

Twenty-seven detailed lesson plans centering around various reading texts. Second grade level.
meth int

976. Reading strand, level C, Teacher's guide and supplements. 1973, 84 p.

Explanation of the theory behind the CITE reading lessons and the methods used to implement these theories.
meth self
theor col

977. Reading test booklets: 1-4, 6-9, 11-14, 16-19 (some Teacher's editions). 1973, 300 p.

Each page has one short paragraph from which readers are to extrapolate a question which the paragraph answers. Teacher's editions have question printed below paragraph. First grade level.
lit prim

978. Reading test booklets: lessons 1-4, 6-9, 11-16, 18-23, 25-29, 31-34, 36-41, 50-54, 56-61 (Some Teacher's copies). 1973, 15 p. per lesson.

Each page contains one short paragraph from which readers are to extrapolate a question which the paragraph answers. Teacher's copies have question printed below text. Second grade level.
lit int

979. Rhetoric: oral interpretation, Vol. 1-3, 1973, 398 p.

Twenty-five detailed lesson plans. Practice in reading comprehension and reading aloud with expression. Emphasis on English intonation and stress patterns. For second grade.
meth int
pron

980. Sentence reading, Vol. 1-5. 1972, 1018 p.

Ninety detailed lesson plans. Provides practice in reading English sentences and in completing such sentences which have missing words. Progresses to construction of sentences from given words. First grade level.
meth prim
gram

981. Sight and sound rhyme book. 1970, 77 p.

Seven traditional rhymes including Baa Baa Black Sheep, Hey Diddle Diddle. Each story on different color paper. Illustrated.
lit prim

APPENDIX II cont'd

	Content	Level
982. Spelling, Vol. 1-13 (Vol. 10 missing). 1973, 786 p. Ninety-three detailed lesson plans plus three spelling games. Aim is to teach students the basic rules of English orthography. Spelling books accompany these lessons and are listed alphabetically below. Second grade level.	voc script	int
983. Spelling, Teacher's guide. 1973, 26 p. Explanation of theory behind lesson plans described above, and methods for implementing theory.	theor meth	self col
984. Spelling book: exceptional verbs, Part I. 1974, 27 p. Workbook providing practice in the recognition and formation of past tense of English "irregular" verbs, such as to be, to buy, etc. Second grade level. Answers provided at back of book.	gram	int
985. Spelling book: Fire engine red. 1974, 30 p. Provides practice in forming English syllables, recognizing correct syllable to begin a word, recognizing correct word in a minimal pair, writing English sentences. Concentrates on short vowels. Illustrated. Second grade level.	script voc	int
986. Spelling book: Fire engine red, Teacher's copy. 1974, 30 p. Same as above, with correct answers filled in.	script voc	int
987. Spelling book: The homonym dictionary. 1974, 19 p. Dictionary of words that have homonyms. Each word of a homonym pair is listed alphabetically and defined, then cross referenced to its homonym. Second grade level.	voc	int
988. Spelling book: Lemon yellow. 1974, 24 p. Provides practice in forming English syllables, recognizing correct syllable to complete a word, recognizing correct word in minimal pair, writing English words. Concentrates on long vowels. Illustrated. Second grade level.	script voc	int
989. Spelling book: The past tense of verbs. 1974, 25 p. Provides practice in forming past tense of 'regular' verbs. Answer sheets at back of book. Illustrated. Second grade level.	gram	int

APPENDIX II cont'd

		Content	Level
990.	Spelling book: The plural of nouns. 1974, 24 p. Workbook provides practice in formation and recognition of plural forms of English nouns. Illustrated. Answers at back of book. Second grade level.	gram	int
991.	Spelling book: The possessive of nouns. 1974, 34 p. Workbook provides practice in formation of possessive of English nouns, and differentiation between possessive and plural forms. Answers at back of book. Illustrated. Second grade level.	gram	int
992.	Spelling book: Present participle of verbs. Workbook provides practice in recognizing and forming present participle of English verbs. Answer sheet at back of book. Illustrated. Second grade level.	gram	int
993.	Spelling book: Sky blue. 1974, 29 p. Workbook provides practice in distinguishing between homonyms and supplying the missing word of a homonym pair. Second grade level.	voc script	int
994.	Spelling book: The superlative of adjectives. 1974, 12 p. Workbook provides practice in choosing adjectives and their superlatives and using them to complete sentences. Illustrated. Second grade level.	gram voc	int
995.	Spelling book: Tangerine. 1974, 34 p. Workbook provides practice in forming English syllables, recognizing correct syllable to complete a word, recognizing correct words in a minimal pair, writing English sentences. Concentrates on long and short vowels followed by 'le/ll' and 'ke/ck'. Illustrated. Second grade level.	script voc	int
996.	Spelling book: Tangerine, Teacher's copy. 1974, 34 p. Same as above, but with correct answers filled in.	script voc	int

APPENDIX II cont'd

		Content	Level
997.	Spelling book: The third person singular. 1974, 21 p. Workbook provides practice in forming the third person singular of English verbs. Illustrated. Answers provided in back of book. Second grade level.	gram	int
998.	Syntax, units 1-39, 42, 45-53. 1972, 1816 p. Three hundred and thirty-seven detailed lesson plans introducing oral English vocabulary, sentence structure and sentence types, through group activities, games, etc. Ascending order of difficulty. Kindergarten and first grade level.	voc gram	prim
999.	Teaching for learning. 1974, 55 p. Explanation and examples of basic teaching techniques used throughout CITE curriculum. Includes specific techniques for correction, verification, etc.	meth theor	col self
1000.	Visual strand, units 1-4, 8-14. 1971, 386 p. Fifty-four detailed lesson plans. Aim is to develop visual motor abilities and visual perceptions to facilitate later reading and writing. Kindergarten level.	meth	prim
1001.	Vocabulary strand. 1974, 21 p. Three dummy lesson plans to be filled in with details from vocabulary context sheets and outlines. Aim is to review known vocabulary and introduce new words. Second grade level.	voc	int
1002.	Vocabulary strand, Vol. 3. 1973, 77 p. Series of six detailed lesson plans. Aim is to familiarize students with various English words, and to have them use these words in sentences. Second grade level.	voc	int
1003.	Vocabulary book: The copper penny. 1974, 73 p. Series of seven stories about children taking trips, hiking, horseback riding, etc. Vocabulary words are underlined in text. Illustrated. Second grade level.	voc lit	int

APPENDIX II cont'd

		Content	Level
1004.	Vocabulary context sheets and outlines. 1974, 151 p. Sixty short stories, each one featuring one vocabulary word. To be used with lesson plans described above. Some stories use anagram of word, rather than word itself, e.g., ozo for zoo. Second grade level.	voc lit	int
1005.	Vocabulary, Teacher's guide. 1974, 13 p. Discussion of theory behind lessons described above and methodology for implementing this theory.	theor meth	self col
1006.	Word reading, series 1, Vol. 4-8 (1-3 missing). 1972, 573 p. Seventy detailed lesson plans. Goal is to teach student to associate given 'words' with given symbols and to distinguish between minimal pairs of words. A preparation for reading. Not all words used are real English words. First grade level.	voc	prim
1007.	Word reading strand, series 2, Vol. 4. 1973, 62 p. Five detailed lesson plans to serve as a bridge between earlier Word reading lessons and Spelling lessons. Reviews words already seen and has students break them into syllables and individual letters. Second grade level.	voc	int

INDEX

Aa' aa' - 508

Àahahaaŋaaq - 219

Aakagivigiñ - 185

Aanakamken-qaa - 764

ABC's of Indian bilingual education - 861

Aboriginal people: a selected bibliography concerning Canada's first people - 895

Achumawi dictionary - 3

Acoma grammar and texts - 2

Acoma language and culture: a bilingual/bicultural manual - 1

Acsiyalriit - 829

Acts of the apostles - 347

Ádaa'áháyá - 494

Adam dóó Eve, Kéín dóó 'Éíbel baa hane' - 445

Adaptation to Louise Lancaster's Introducing English for Algonquian speaking children - 28

Adding and subtracting workbook - 193

Aesop kwnja' - 737

Afcan, Paschal - 145, 751, 754-761, 763, 764, 767, 773-794, 814, 833, 841, 843, 853

Aglaich Eskimo alphabet book - 257

Ágviq - 150

Ahmaogak, Roy R. - 224,225,255

Ahsoak - 205

Ahsoak, Marie - 231

Ahvakana, F. - 169

Ahvakana, R. - 226

Aiken, Martha - 216, 227

Aimag and his family - 229

Aimaq iḷaniḷu - 228, 241

Aimaq's family - 196

Aimatkut - 186

Akalii choii - 512

Akłaq minuaqtuġiaġman - 187

Akłunaaliugniq natchium amianiñ - 151

Akonutomuwin - 598

Akwesasne iewennanotakwa - 362

Akwesasne Mohawk, book K - 359

Akwesasne Mohawk, book one - 360

Ał'ąą'át'éego ádaalya - 522

'Ał'ąą dadiñe'é - 489

Ał'ąą dine'é bizaad ałhąąh naha'ílìgíí - 391

Alakayak, Anecia - 795

Al'ankut qimugtait - 809

Al'aq's family's dogs - 809

Alaska Native Education Board - 697, 698

Alaska Native Language Center - 22-27, 140, 145, 169, 205, 207-219, 221, 222, 226, 229, 230, 239, 240, 242, 248, 325, 327-331, 338-340, 649-660, 662, 691-693, 700, 716

Alaska Native Language Center report 1973 - 140

Alaska State Language Center - 123-126, 227, 231, 237, 238, 241, 244, 246, 661, 663-669, 721

Alaska State-Operated School System - 4, 113-117, 138, 146-149, 170-184, 243, 270, 301-320, 324, 326, 332-337, 341-343, 345, 707, 726, 727, 731-738, 753

Álástsíí - 461

Alberta Native Communications Society - 88

Albert, Roy - 128

Alexander, J. T. -45

Alexie, Anna - 840

Alexie, Joe - 796

Ałk'idą́ą́ ádahóót įįdii beehániihígíí baa hane' - 480

Ałk'idą́ą́' bisóodi shilį́į́' nít'ę́ę́' - 509

Ałk'idą́ą́' diné yee dahináanii baa hane' - 516

Ałk' idą́ą́' jiní - 468

Ałk'dą́ą́' 'oozéé'asdįįd jiní - 490

All about me - 812

Allagich iġluŋich Iñupiat - 165

Allagit allaniarit - 245

Allen, Shonnie - 364

Allen, T. D. - 867

Alphabet - 191

Alquk tutat - 4

Alrakum qupai - 773

Alvarez, Albert - 592,593,617

American Baptist Publication Society - 46

American Bible Society - 30, 127, 454, 455, 797

American Indian culture and the reading program - 894

American Indian education, a selected bibliography, supplement no. 1 - 885

American Indians: an annotated bibliography of selected library resources - 868

Amirlucuar - 774

Amucalu - 599

Analgaam qikmii - 660

Analgaam qimmiŋi - 145

Aŋalgaam qimmini - 243

Analytical bibliography of Navajo reading materials - 437

Anatomical atlas of the Navajo - 441

Andersen, Hans Christian - 762

Anderson, Anne - 83

Anderson, Marjorie - 365

Anderson, Theodore - 857

Andrew, Annie - 798

Andrew, George - 799

Andrew, Helen - 800

Andrew, Maxie - 801

Angaginaagamagis tunumkaasaqangis - 5

Angaiak, John - 791, 802

Angalgaam qimugtai - 775

Angnilria asriq issuriyagaq - 813

Angulan kegeluneq-llu - 759

Animal book - 318

Animal book, duck - 198

Animal, fish and birds - 345

Animal stories of the Kobuk River Eskimos - 261-263

Animals of our land-caribou 197

Annotated bibliography of young people's books on American Indians - 869,878

Annuġaavut paŋmapak - 188

Annuġarriugniq niġrutit amiŋiññiñ - 152

Annutit iqaluk tinmiat - 170

Antell, Lee - 868

Antell, Will - 868

Anułhuyuk - 218

Anuqlirtuq- 833

Aŋŋuttit qaluich tiŋmiuratlu - 171

Aŋun aŋuniaqtuaq taġiumi - 189

Aoki, Haruo - 582

Apamitanoč natohosčič - 97

Apassingok - 649

Apatiki, E. - 658

Apayauq made a friend - 190

Apayauq paannaliuqtuq - 190

Appendix to a new perspective on American Indian linguistics - 592

Aptitude, content and method of teaching word recognition with young American Indian children - 890

Apuyyaq - 153

Aqargig tulugaq ugrugnauraglu - 221, 237

Aragon, Claude - 525, 526

Arctic women's workshop - 160

Are you my mother - 185, 764

Arirqanek nuyalek pinga'un tan'erlit-hlu - 23

Arithmetics - 12

Arnaq pingayun-llu angutet and tutgara'urluq arnassagaq-llu-823

Arts and crafts - 430

Aseriyagaq issuriyagaq - 814

Ashdla'go shibee ákohwiinidzinii-520

Assumptions for bilingual instruction in the primary grades of Navajo schools-581

At Colville: a story in the Spokane language - 688

Ataataluqiik - 217

Atchagat - 191

Atcitty, Marlene - 456-458, 527

Atightughyuggaaghusit - 650

Atightumerg liinnaqellghet I, II - 661

Atightumum liinnaqusit - 669

Atightuusim aallghi - 651

Atka Village, Alaska - 5-21

Atkan Aleut primer - 7

Atkan fishes - 11

Atkan plants - 16

Ats'íís - 466

Atuutit mumiksat - 258

Atx̂am hitnisangis - 16

Atx̂am kugan mataliin anĝaĝiilazas - 10

Atx̂am qangis - 11

Atx̂ax̂ matal txin agunaa - 21

Auaqqanam quliaqtannik - 169

Austin, Martha - 364

Autiobiography - 228

Avelngayagaq kameksiigka-llu - 754

Avilaitqatigiik - 208

Avilaitqatigiik worksheets - 242

Awee chideeldlo - 513

Ayamitata ininimohin - 98

Ayaryaq, John - 228

Ayóo honishoi - 487

Ayugenerilenguut yuut - 842

Ayumiim ungipaghaatangi I -662,649

Ayumiim ungipaghaatangi II - 652

B

Baa' - 471

Baby's first laugh - 513

Badger, Herbert A. - 74

Badten - 649

Badten, Adelina - 660-667

Badten, L. - 650, 651, 659

Bahi baahane - 482

Bahr, Donald - 617

Baraga, Friedrich - 584

Barrow School - 150-158, 165, 185-204

Basic goals for elementary children, beginning level and level one - 870

Basic goals for elementary children, levels seven and eight - 871

Basic medical Navajo: an introductory text in communication - 442

Basic oral English course for kindergarten and grade one beginners - 875

Bear, Robert - 99

Bear and the squirrel - 763

Bear husband - 715

Bearskin, Daisy - 95

Beatty, John J. - 355

Beaulieu, Antoine - 139

Begay, Eleanor - 366, 459

Begay, Lorene - 460, 467

Begay, Rodger - 461

Beginning letters of words - 215

Beginning reader - 321

Begishe, Kenneth - 367, 368, 441, 524

Behe - 500

Belone, Nora - 462

Benally, Louise - 377, 463

Benton, S. William - 118

Bergsland, Knut - 7, 8

Berrypickers - 829

BIA - see Bureau of Indian Affairs

Bible - 30, 127, 233, 236, 264-266, 346, 347, 400, 404, 407, 408, 412, 414-416, 419-421, 423, 445, 448, 451, 454, 455, 797

Bibliographies of the languages of the North American Indians - 899

Bibliography of Algonquian linguistics - 29

Bibliography of Indian education and curriculum innovation - 888

Bibliography of North American Indian speech and spoken language - 898

Bibliography of the Cherokees - 65

Bibliography of the Haida language - 122

Bibliography of the Navajo Indians - 561

Bibliography of the Uto-Aztecan languages - 741

Bibliography on materials in the field of Indian education - 889

Bibliography; Seneca language - 642

Big Cove Band Council - 351, 352

Big-teeth - 811

Bik'ehgo nánidizídí - 396

Bilagáana bizaad bíhoo'aah- 450

Bilingual/bicultural education - 866

Bilingual-bidialectal switching strand - 537

Bilingual education for American Indians - 865

Bilingual schooling in the United States, Vol. II - 857

Billy Aanda - 705

Bird book - 707

Birds and Animals of our land - 203

Birds, fish and animals - 170, 171, 182-184

Bits'ą́ą́ dóó ho sé lį́į́ í gíí - 510

Black, Robert - 129

Black Mountain boy - 532

Blackbird, Elmer - 590

Blackhorse, Berneice - 370, 464

Blair, Robert W. - 369

Blanchett - 205, 229, 230

Blanchett, Marie - 759,769, 771, 803-808, 812, 828, 831

Blinky - 778

Blueye, Esther - 638, 639

Boas, Franz - 269, 896, 897

Bodega Miwok dictionary - 353

Bonvillain, Nancy - 356, 357

Book of things you will never see - 142

Books about Indians - 880

Books for teachers and children - 873

Born to die - 398

Boy and the bird - 612

Boy and the seal - 22

Boy who ate too much - 850

Boyer, Mildred - 857

Bread is in the oven - 601

Breakthrough Navajo - 444

Breckman, Kathleen - 821

Breiby, John - 763

Bright, William - 348

Brisebois-Ward, Michele - 361

British Columbia Intercultural Curriculum Project - 882

Brow - 205

Brown, Harvey - 231

Brown Bear goes to school - 187

Bruce doo bił hóóts'í idda - 366

Brugge, David M. - 544, 545

Buechel, Eugene - 675

Building of Atka Island - 21

Bureau of Indian Affairs - 58, 84, 101, 118, 453, 528-530, 548, 549, 595, 646, 676, 685, 739, 855, 858, 864, 865, 867, 869-871, 878, 887, 891-893

Burns, Wanda S. - 367

Bushotter, George - 676

But it can't wear glasses - 535

C

C and Sid - 566

Caarkat Goldilocksaamek - 844

Caarkat upsankunek - 845

Cacirkat - 706, 816

Cahuilla texts with an introduction - 44

Calendar for October 1974 - September 1975 - 396

Caliluta aquiluta-llu - 807

Callaghan, Catherine - 353, 354

Callaway, Sydney M. - 531

Can you read - 13

Can you read English? Then you can also read Eskimo - 249

Canada. Curriculum Division, Department of Education, Northwest Territories - 105-109, 139, 142-144, 166, 872

Canada. Department of Citizenship and Immigration, Education Division, Indian Affairs Branch - 875

Canada. Department of Indian Affairs and Northern Development - 95-98, 159-161, 163, 164, 206, 228, 234, 235, 247, 267, 588, 589, 872, 873

Canadian Arctic Producers - 160

Canek amllernek nallunritua -776

Carlson, Barry F. - 619, 688

Carlson, Vada - 532

Carnegie Corporation Cross-Cultural Education Project of the University of Chicago - 59

Caroll, Janet F. - 94

Cartel - 859, 860

Cat anerteqellriit; unguvalriit naunraat-llu - 761

Cat assikek'nganka - 777

Catalogue of linguistic manuscripts in the library of the Bureau of American ethnology - 900

Catching seal with a seal net -156

Cathey, Wallace - 525, 526, 533

Caucium piniun'llu - 792

Caughnawaga yesterday and today - 361

Caurluq - 825

Center for Applied Linguistics - 428, 534, 874, 886, 887

Center for In-service Education - 535, 536, 576, 577

Center for Northern Educational Research - 863

Cetugpak - 803, 836

Chafe, Wallace L. - 591, 640

Chahta nompa: an introduction to the Choctaw language - 76

Chalkyitsik bilingual teachers - 303

Chambers, Rev. John R. - 232

Ch'anky'aa gwandak - 314

Ch'arah'ee dehtły'aa - 325

Charles, Vangie - 371

Charlie, Rosa - 707

Charput, Therese - 161

Charts and teaching helps for Haa'isha'da' iidiiltah - 578

Ch'enlani sukdu - 691

Cherokee Bilingual Education Program - 47-50, 52-57, 60-64

Cherokee folktales, book 1 - 47

Cherokee folktales, book 2 - 64

Cherokee folktales, book 3 - 48

Cherokee hymn book - 46

Cherokee oral language program, Vol. I-VI - 55

Cherokee primer - 59

Cherokee roman script primer, Vol. I-X - 62

Cherokee roman script readers, I-IV - 63

Cherokee songs - 57

Cherokee syllabary primer, Vol. I-IV - 56

Cherokee words with pictures - 51

Cherokee writing booklets I-IV - 49

Chesterfield Inlet, Children of - 852

Chickasaw dictionary - 66

Chidíłtsooí dóó gólízhii - 501

Chiltoskey, Mary Ulmer - 51

Chino, Galbert - 39

Chipewyan grammar - 71

Chipewyan workbook - 69

Chippewa and Dakota Indians - 73

Chippewa exercises - 72

Chizh dóó tsin - 495

Choctaw Bilingual Education Program - 76, 77, 82

Choctaw definer - 81

Choctaw hymn book - 75

Choctaw morphology - 78, 79

Choctaw orthography - 80

Christian and tithing - 399

Christmas story - 400

Cikemyaq - 778

Cinderella - 825, 838

CITE, Inc. -537-542, 559, 581

Ciukam yupiim qalangesaa - 837

Ciutiim qavangua - 800

Ciutiq's dream - 800

Clallum: a preview - 623

Close up things - 570

Clothing we wear now - 188

Cochran, Martin - 52

Cogo, Bob - 126

Cokv eskerretv semvhayetv svhokkolat, Seminole phonics II - 628

Collins, Raymond - 728-734

Collins, Sally Jo - 728-734

Colliou, Rose C. - 875

Colorado, University of - 682

Coloring book - 254

Common snipe - 766

Comparing languages - 391

Condie, Le Roy - 372

Conference on Navajo Orthography - 534, 563

Consonants - 282, 283

Conversational Cherokee lessons - 54

Cook, Les - 624

Cook, Mary J. - 543

Coolidge, Joseph 809-812

Correll, J. Lee - 544, 545

Couro, Ted - 103

Course in spoken English for Navajos;first year program - 548

Course in spoken English for Navajos; second year program - 549

Cowen, Agnes - 52, 55, 57, 62

Coyote and Crow - 540

Coyote and Doe - 538

Coyote and Horned Toad - 539

Coyote and Santa, rodeo, man, boy, and donkey - 434

Coyote and the quails - 595

Coyote and the rabbit - 33

Coyote stories of the Navajo people - 564

Coyote tales - 128

Crapo, Richley H. - 644

Crazy one - 101

Creation of stories and beginning reading materials for preschool Indian children in South Dakota - 686

Cree alphabet book - 84

Cree language - 87

Cree legends - 99

Crittenden, Carl - 63

Crowder, Jack L. - 373, 374

Crying on the beach - 296

Cufe horkopv - 629

Curious George - 843

Curious kid - 551

Curriculum guidelines for the skills of English - 565

Curriculum guide for beginning non-English speaking children - 547

Curriculum program for the Apache language - 38

D

Daałtł'idzee tok̲'eek̲aa - 295

Dą́ą́n náhásdįį́' - 496

Dah díníighaazh - 502

Da'iidą́ - 456

Dall, W. H. - 135

Damron, Rex - 684

Dan and his pets, Books one to five - 525

Dan and his pets, Teacher's manual - 526

Dart, Diane - 813, 814, 842

Dauenhauer, Nora -709, 713,714

Dauenhauer, Richard - 718, 720, 721

Davis, Bertha M. - 546

Davis, Henry A. - 710, 711, 717, 718

Davis, Ruth - 547

Day with Johnny - 305

Deel tsa aa dil-aa k'idogheeltaan - 299

Deestsin - 505

Deezbaa' - 457

Demientieff - 217

Demit, Fred - 703, 704

Dennis, Helen - 735, 736

Dennison, Johnson - 465

Denny, Annie - 696, 699

Densmore, Frances - 616, 677

Denunzio, Vincent - 548, 549

Descriptive grammar of Mississippi Choctaw - 74

Dialogue on the Navajo classifier - 386

DIAND - see Canada. Department of Indian Affairs & Northern Development

Dibaa asdlaan - 284

Dick, Galena - 466

Dick, Lynda - 375, 467

Dictionary of Mesa Grande Diegueño - 103

Dictionary of Papago usage - 594

Dictionary of the Cherokee Indian Language - 45

Dictionary of the Otchipwe language, explained in English - 584

Dictionary of the Teton Sioux language - 675

Dictionary: Papago and Pima to English, O'odham - Mil-gahn - English - 596

Different kinds of Eskimo houses - 165

Different kinds of people - 842

Different tribes - 489

Dinaa aslaan - 285

Dinaak̲'a - 277, 281

Dinaak̲'aa reading book.one - 278

Dinak'i - 728

Dinak'i ch'its'utozre 1 - 729

Dinak'i ch'its'utozre 2 - 730

Dinak'i ch'its'utozre 3 - 731

Dine Bi'olto Association - 429, 439, 440, 452, 468, 488

Dine bi'olta saad naaki yeeyalti'ii binaa hsoos t'aala'igii - 433

Diné bizaad bebeeha záanii- 488

Diné bizaad hazaalyé - 427

Diné bizaad n'aníl'įįh - 428

Diné bizaad yá'áít' bee diits'a'ígíí:ałtse bíhoo' aahígíí - 392

Dine, Inc. - 556

Diné yázhí Da'ałchíní, Reader - 470

Dinjii zhrąąį tsal - 320

Dinjii zhuu gwandak - 326

Diphthongs in Upper Tanana - 697

Dirks, Larry Sr. - 9

Dirks, Moses - 10-14, 21

Dirks, William Sr. - 15

Dissemination Center of Bilingual Bicultural Education - 859, 860, 862

Diyin God bizaad bee'aha'deet'a ałtsehigii hodesshzhiizh biyi'doo baahane'ii la' - 412

Diyin God bizaad bǫ́hooł'aahgo yeeniká'adoolwołígíí - 446

Do you want to eat boiled rabbit - 332

Doatsoan' yok̲oay k'idogheełtaan - 298

Doo goojee yéenaadei - 709

Dot'aan - 286, 287

Dotron' nonot'ok - 735

Dotson, Rebecca - 469

Dotson' nonot'oh - 288, 289

Downing, Todd - 76

Druck, Leah - 304-313

Duhtot'iɬ - 734

Dukt'ootɬ' - 714

Duncan, Homer - 376

Dzilth-Na-O-Dith-Hle Boarding School - 550

E

Eagle hunt - 130

Earth - 603, 793

Eastman, P. D. - 764

Eber, Dorothy - 111

Educational model for planned intervention in language development - 684

Edenso, Christine - 126

Egacuyiit kenurrsita tanqiit - 779

Ehanni ottunkakan - 680

Ehem - 600

Ehpit - 610

Ehtaste likotok - 609

Elementary education in the Northwest Territories - 872

Elementary Saulteaux - 624

Elements of Atkan Aleut - 8

Eli posonutekhotimok - 608

Elitnauram ayuqucia - 799

Ella iquilnguq - 751

Ellis, C. Douglas - 29, 85

Elluarlua auluklerkaga wangnek - 824

Elluarrlua wangnek auluklerkaga - 817

English as a second language on the Navajo reservation - 528

English-Dakota dictionary - 683

English for American Indians - 891

English-Mohawk dictionary, Parts I and II - 356

English-Wappo dictionary - 744

Enoch, Lincoln - 815

Enochs, J. B. - 470

Enrichment material for first and second year language laboratory program for "A course in spoken English for Navajos" - 529

Epistle of Paul the apostle to the Romans - 127

Erenerput - 780

Erkloo - 161

Ervin, Jessie - 707

Eskimo-Aleut - 120

Eskimo games - 267

Eskimo language course - 234

Eskimo Language Workshop - 751, 752, 754-796, 798-831, 833-854

Eskimo reading course I-II - 251

Eskimo's way of living - 852

Espons ali ehemuhke - 607

Estowen netty momen nere tekvpihoc vhvks - 625

Estrada, Beatrice - 876

Ethnological dictionary of the Navajo language - 378

Every year - seasonal activities - 609

Everyday Lakota; and English-Sioux dictionary for beginners - 679

Explanation of the sounds used in Koyukon - 274

Eyeglasses - 611

F

Fairbanks Native Association - 136, 137, 271-273, 300, 694, 695, 725

Fasthorse, Rose - 377, 463

Feeling, Durbin - 54

Fickett, Joan - 723

Fields, Mary - 314-316

Fiitt, Nena - 317

First catch - 788

First reader - 650

First year Tlingit I-VI - 721

Fish that Pete could not catch - 831, 839

Florendo, Nora - 721

Fluency first: instructor training course - 883

Fly - 599

Following the crowd - 401

Football, Virginia - 106

For Christian boys and girls - 402

Forshaug, Jean - 820

Fort George Federal School staff and students - 96

Foster - 233

Four food groups - 330

Four seasons - 773

Fox and the wolf - 580

Francis, Beatrice - 356

Francis, Gordon - 351

Franciscan fathers - 378

Frank, Jeanette - 368

Frantz, Donald G. - 41

Fredson - 338-340

Frog and the mouse and Why the bear has a short tail - 737

From Cree to English, part one: the sound system - 90

Fulton, Sylvia - 821

Furuhelm, J. - 135

G

Gabriel, Moses - 312, 313, 318

Gagne, Raymond - 234, 235

Gah - 394

Gah gaay ch'etnel' į - 699

Gah kol - 703

Gah ndee - 704

Gah nt'ih - 700, 704

Gai bichei - 514

Gallerneault, Bob - 624

Gambling story - 691

Game warden - 606

Garr, Ben - 67

Gautier, Dora - 822

Geh tłoh ih'aa yindhan - 332

Genesis, Exodus, Joshua, Ruth, Psalms, Jonah - 454

Getting lime - 139

Ghost story - 314

Ghost story number one - 676

Gibbs, George - 135

Gibson, James Albert - 648

Gift of God - 403

Gineerinlyaa - 327

Gingerbread man - 840, 841

Gink - 567

Glacier Bay history - 713

Glendon, Mary Troy - 551, 552

Gloko, Michael - 823

God bizaad, bee'aha'deet'ą́ áłtséhígíí - 454

Going to see the fox traps - 657

Going to the lake - 654

Goldilock sallu pingayutlu kaynget - 663

Goldilocks and the three bears - 781

Goldilocksaaq pingayunllu taqukaat - 781

Golley, Nadesta - 16 - 20

Gologergen, Ora - 668

Good news - 404

Good news of salvation through Jesus Christ - 447

Goodner, James - 877

Goosen, Irvy - 379, 380

Gorman, Howard - 553

Gospel stories in Kobuk River Eskimo - 236

Grammar and dictionary of the Yakima language - 747

Grammar of Akwesasne Mohawk - 357

Grammar of Blackfoot - 43

Grammar of Diegueño - 104

Grammar of Spokan - 619

Grammar of the Ojibwa language - 587

Grammar of the Serrano language - 643

Grammar of Tuscarora - 724

Grammar rules - 192

Grandfather stories of the Navajo - 531

Grant, Paul Warcloud - 678

Graustein, Jean McCarthy - 878

Gray, Arthur - 236

Gray, Minnie - 236

Greedy monkey - 405

Green, John - 739

Gregorio, Juan - 617

Grimes, J. Larry - 741

Guide to the spoken Blackfeet Indian language into English - 42

Guide to Title VII ESEA bilingual bicultural projects 1973-1974 - 862

Guide to understanding Chipewyan I - 67

Guide to understanding Chipewyan II - 70

Gunther, Erna - 719

Gwandaii Łuk neehiniidal - 345

Gwich'in "ABC" dehtły'aa - 328

Gwich'in ginjik dehtły'aa - 321

Gwich'in poems - 327

Gwich'in stories - 326

Gwich'in workbook - 329

H

Haa'isha'da 'iidiiltah - 506

Haa'ishą́ diné bizaad deiídíiltah - 379

Haalá wolyé - 479

Ha'át'íishą' shighi' hólǫ́ - 524

Hadohudigi-eeyah - 290

Hadohudigi-eeyah - 291

Hadohzil-eeyah - 279

Haida language workshop reader - 124

Haida noun dictionary - 123

Haida word lists, Vol. 1 - 125

Hail, Raven - 45, 46

Haile, Berard - 381, 382

Hale, Benny - 571

Hale, Horatio E. - 268

Hale, Kenneth - 351, 383, 384, 391, 392, 554, 593

Hall, Geraldine - 385

Hamaa hlax̂ aasal isugix̂ - 22

Hand chart book to accompany Bruce doo Bił hoóts 'íid da - 459

Hand chart book to accompany the curious kid - 552

Handbook for teachers and aides of the Choctaw bilingual education program - 77

Handbook for teachers of primary reading of the Yup'ik language - 828

Hane' yá'ą́t'éehii Jesus Christ bee yisdá'iildéehii - 447

Harkins, Arthur M. - 879

Harvey, Frank - 472

Harvey, Judy - 473-477

Harvey, Pauline - 264-266

Has tįį ts'ó sí - 507

Haskie and the ye'ii bicheii - 373

Haskie dóó yé'ii bicheii - 373

Hastiin ch'ahii - 473

Hastóí táá - 474

Have you ever seen a walrus - 166

Here's Jack - 806, 821

Here's Sailaq - 239

Hen - 600

Henderson, Jerry - 478

Henry, David - 274-293

Henry, Kay - 277-281

He died in our place - 406

He does it, Euna Rose - 101

Health unit - 824

Hedges, Betty Lou - 853

Hell: eternal suffering - 407

Hello, tree - 575

Helpful hints for new BIA teachers - 530

Helps for bible study - 446

Higgins, Roger - 386

Hilaakax̂t ii - 13

Hilada - 18

Hilal aluĝil - 14

Hilaqulim adungizulax - 17

Hilda - 464

Hill, Faith - 387

Hill, Jane - 102

Hill, Kenneth - 643

Hindle, Lonnie - 121

Ho dee yáá dą́ą́' hane 'ii - 448

Hobsen, Dottie - 514

Hoffman, Virginia - 555, 556

Hofmann, T.R. - 110, 119

Hogan, Lawrence - 597

Hoijer, Harry - 388, 389, 431, 432, 722

Holder, Preston - 897

Holm, Agnes - 437

Holm, Wayne - 390, 557

Holzmueller, Diana Lynn - 863

Honie, Loraine - 384, 391, 392

Hooghądi ádaa'áháyą - 483

Hoonah High School students - 712

Hopson, Alice - 221, 230, 237, 238

Hopi Action Program - 130, 131

Hopi bride at the home dance - 131

Hopi grievance chants - 129

How do you feel? - 614

How dolls came about - 795

How night and day were divided - 625

How Qugyucullaq got muskrats - 801

How sickness came to the people - 132

How the fox turned red - 222, 848

How they make baskets - 608

How to live for God - 408

Hoyt, Anne K. - 65

Hudson, Sally - 280, 294

Humes, Jesse - 66

Humes, Vinnie May - 66

Hunter, Marie D. - 281, 295

Hutcheson, Christina - 103

Hweelde, The long walk - 435

Hyde, Villiana - 349

Hymnal - 258, 674

I

I am bigger than - 536

I am learning - 290, 291

I can read - 230, 769

I know many things - 776

I used to be afraid - 40

I want a job - 449

Idaho State Department of Education - 880

Igapet - 26

Igareyarat - 846

Igaryaraq I - 818

Igaryaraq II - 810

Ighsanitalghii - 664

igloolik - 159

Ikaayutit - 250

Ilalugich ilaŋŋ agluġiḷḷu savaaksrat - 193

Ilanka - 847

Ilatka - 244, 248

Ilisaurrim maqpiġaa·ji - 154

Illustrated life of Jesus - 322

Imingan - 649

In our village - 786

In Point Hope, Alaska - 226

Indian and Northern Curriculum Resources Center - 69, 87, 624

Indian and Northern Education - 67, 68, 70, 90, 91, 99

Indian-Inuit authors: an annotated bibliography - 223

Indian linguistic families of America north of Mexico - 897

Indian names and Whiteman numbers - 58

Indians and Eskimos of North America: a bibliography of books in print through 1972 - 881

Initial consonants of Upper Kuskokwim Athabaskan - 732

Intermountain school - 558

Introduction to Cherokee - 53

Introduction to handbook of American Indian languages - 897

Introduction to the Choctaw language - 76

Introduction to the Cree language - 91

Introduction to the Luiseno language - 349

Introduction to the sound system of Navajo, part I: articulatory phonetics - 384

Introductory Chipewyan: basic vocabulary - 68

Inuit and the law - 162

Inuit pinnguarusingit - 267

Inuit Tapirisat of Canada - 162

Iñupiam ukaluŋi - 224

Iñupiam uḳaluŋi 2 - 225

Iñupiam uḳaluŋi I-II - 251

Inupiam uqałhi - 259

Iñupiaq worksheets - 220

Inupiat ayuquciat - 852

Inupiat dictionary - 256

Inupiat Eskimo dictionary - 167

Iñupiat Eskimo hymn book - 232

Iñupiat New Testament - 168

Iñupiat Reader 1 - 224

Iñupiat reader 2 - 225

Iñupiat suuvat - 255

Inupiat workbook I - 200

Inupiat workbook II - 201

Inuttituut - 163, 206

Iqalluanek iqsalriit - 753

Iqiasuak aviññaq - 227

Iqiasuannayuglu qupquġiaġlu - 194

Iqiasuaq aviŋŋaq - 216

Iqmik ingaq paymyuq'llu - 755

Iralankuk akerta-llu - 796

Iroquois book of rites - 268

It was told that the Hopi tribe was extinct - 490

It's me - 834

It's windy - 833

J

Jack, Noah - 824

Jack and the beanstalk - 804

Jackson, E. - 207

Jaglinski, Carol L. - 878

Jamassee, Nicotye - 164

James, Susie - 713

Jasper - 503

Jesus baahane' - 484

Jesus nankak gwaadaai vagnanaak gwedhaa dai' - 322

Jesus-num inuułha - 260

Jesus-ŋum iñuułhanik - 236

Jessen, Mariana - 864

Jicarilla Apache Cultural Awareness Program - 31-34, 39, 40

Jicarilla Apache legends - 31

Jidii ałtsan - 333

Jidii dintth'ak - 301, 302, 334, 335

Jidii t'inchy'sa - 303

Jii ną̨ą̨į̨ t'ee shalak - 336

Jimerson, Shirley D. - 697, 698

Joe, Anna Rose - 766

Joe and his happy family, Book one and two - 533

John, Alfred - 705, 706

Johnny - 304

Johnny at the "Bay" - 315

Johnny dóó Willie - 463

Johnny goes hunting - 107, 342

Johnny goes to Yellowknife - 108

Johnny N.C. co Noozhii - 315

Johnny nahaazhrii - 342

Johnny vagoodłit drin - 337

Johnny's present - 337

Johnsen, Richard - 457

Johnson, Broderick H. - 556

Johnson, Frank - 714

Jóhonaa'éí dóó nahasdzáán - 523

Jok drin Johnny dee'ya' - 305

Jonathan, Mildred - 696

Jones, Eliza - 281, 296

Jones, Helen Bimmer - 642

Joseph and his cow - 613

K

K'adoants'idnee - 297

Kalifornsky, P. - 691, 692

Kameksagka - 782

Kanavurak, B. - 239

Kane, Katy - 559

Kanearakgtar - 797

Kaneshiro, V. - 652-657, 669-671

Kari, James - 393, 560, 691-693

Karol, Joseph - 679

Kaschube, Dorothea - 100

Kaukaq naucetaarpak-llu - 804

Kaveolook, Harold - 165, 240

Kaviaq angniilnguq - 826

Kaviarem kavirillra - 848

Kavirelit kalikanka - 820

Kavirliq Nacacuar - 783

Kayak, Lily - 166

Kee's home; a beginning Navajo-English reader - 385

Kéet - 710

Kéet, teaching unit - 711

Kegguterpalek - 811

Keim, Geri - 767, 825, 826

K'eła sukdu - 692

Kenai Tanaina noun dictionary - 693

Keresan texts, two volumes - 269

Kess, Joseph - 122

Key to the Cree syllabic characters - 84

Keys to reading Apache - 35

Kii - 469

Kilpatrick, Anna G. - 53

Kinalda - 571

Kindergarten curriculum guide for Indian children - 562, 858, 864

Kingfisher Indian day school students - 86

Kipnuk Bilingual Team - 827

Kisitchisa qulinuaglaan - 195

Kiyahtałha Jesus Christ-m - 672

Kluckhohn, Clyde - 561

Koolerk, Paul - 235

K'os - 521

Koyuk reader - 270

Koyukon Cultural Enrichment Program - 282-293

Krause, Aurel - 719

Krauss, Michael - 120, 140

Kruege, John R. - 620

Kudatan kahídee - 717

Kuipers, Aert Hendrik - 690

Kukec - 606

Kuk'uq - 849

Kuliaktuak inuusiagun Jesus - 252

Kul'tilakessaaq pingayun'llu taqukaat - 784

Kulusiinkut - 665

Kulusiq - 666

Kumluc'kaq - 762

Kutchin "ABC" workbook - 328

Kutchin Bilingual Teachers - 319

Kutchin literacy workbook - 344

Kutiq - 155

L

Lahkota project - 682

Lake Miwok dictionary - 354

Lamb and the party - 365

Lancaster, Louise - 28

Lande, Winifred - 828

Langdon, Margaret - 104

Language acquisition, Vol. 1 - 439

Language and related characteristics of 1968 Haskell Institute students - 877

Language arts curriculum - 558

Language arts portion of the CITE curriculum - 559

Language in American Indian education: a newsletter of the Office of Education Programs - 892, 893

Language of the Sioux - 685

Language variation among the Duckwater Shoshoni - 644

Languages of the tribes of the extreme Northwest - 135

Lataput - 653

Latuĝing - 15

Laughter: the Navajo way - 443

Lawrence, Erma - 123-125

Lazy mouse - 216, 768

Learning English - 450

Learning Navajo, Vol. I & II - 382

Learning to read Navajo - 409

Learning to write Navajo - 387

Leavitt, Marie - 229, 241

Leer, Jeffry - 26

Lesson plans for kindergarten through third grade, Vol. 1-4 - 634

Lessons and games for Iñupiaq as a second language - 209

LEREC: learning English as a second language through recreation - 141

Let us rise - Passamaquoddy songs for dancing - 615

Let's count to ten - 195

Let's learn Cree - 83

Let's learn Eskimo - 253

Let's read Navajo - 506

Let's read Navajo preprimer - 379

Let's speak Kutchin - 323

Lewis, Ann - 362

Library Services Institute for Minnesota Indians - 868

Life of famous Cherokee Men - 52

Life of Jesus - 252, 260

Life of Jesus Christ - 672

Life on Atka - 10

Łį́į́'baa hane' - 478

Łíi'hazlíí'dą́ą́'hane' - 481

Lindenfeld, Jacqueline - 748

List of materials developed by the Eskimo Language Workshop - 752

Little Aleut boy John - 20

Little black man - 320

Little boy - 313

Little cloud - 774

Little dog - 849

Little girl - 312

Little Man's family - 470

Little mischief - 814

Little mouse and my boots - 754

Little pet seagull - 791

Little rabbit hiding - 699

Little Red Riding Hood - 783

Little squirrel - 767

Little Tendi's moss bag - 309

Little Thimble - 762

Littlejohn, Joseph E. - 77

Living things; animals and plants - 761

Locv, eco tentokorkvtes - 630

Lolnitz, Doria - 297

Lomack, Mary Ann - 829

Long, Albert - 394

Long-nails - 803, 836

Long walk - 435

Lopez, David - 617

Lucy learns to weave - 555

Luiseño dictionary - 348

Lupie, Henry - 830

M

MacDiarmid, J. A. - 105, 107-109

MacLean - 217

MacLean, E. - 208-215, 226, 242

McLellan, Kathy - 699

McLeod, Barbara - 87

McRoy, Nancy - 700

Mahtoqehs naka malson - 605

Mą'ii dóó náshdóí baa hane' - 497

Main features of Malecite - Passamaquoddy grammar - 350

Maketacuaraanka - 802

Making clothing from animal skins - 152

Making rope from sealskin - 151

Malguk quliaqtuak: aahaaliglu, aniqpaktuaq aviŋŋaq - 210

Malguk quliaqtuak: aahaalliglu piayaaŋillu; aŋiqpaktuaq aviŋŋaq - 240

Mali naka tahahsumol - 604

Mallard named "Splash" - 805

Man goes hunting on the ocean - 189

Mančata - 95

Manning, Allen - 364

Many Goats, Betty - 364

Manual of Navaho grammar - 381

Manual of sentence patterns for teaching English as a second language -876

Maqaruaq, tan'gerliq, usvituli-llu - 830

Maring, Joel - 1

Marken, Jack Walter - 881

Marsh, Bruce D. - 21

Martin, Judy - 395, 479

Mary and her horse - 604

Mathematics worksheets - 819

Mather, Elsie - 216, 768

Mathiot, Madeleine - 594, 595

Matter and energy - 792

Medenildiy - 696

Meet Cree - 94

Meganack, Seraphim - 27

Meyoryuk students - 831, 839

Michelson, Gunther - 358

Mic-Mac alphabets and Mic-Mac phonetics - 352

Migëmeöeöögemg - 351

Milanowski, Paul G. - 701-707

Miller, Wick R. - 2, 645

Milliea, Mildred - 352

Minnerly, Carol - 28

Minnesota Historical Society - 73

Minnesota State Department of Education - 585

Miscellanea Selica IV: an interim Moses' Columbia (Wenatchee) Salishan vocabulary - 620

Miscellaneous stories - 6

Mister Goat's new hogan - 568

Mitchell, Charlie - 480, 481

Mitchell, Marjorie - 882

Miyaoka, Osahito - 832

Modern Native Americans: a selective bibliography - 879

Mohawk morphology - 355

Mohawk Staff of Salmon River Central School - 359, 360

Mojave language notes - 363

Montour, Doris K. - 361

Moon and the sun - 796

Morack, Kathy - 833

Morgan, William - 371, 373, 396, 397, 436, 453

Moses - 306

Moses khya t'ah'in ts'a' łuk kee'in niliį - 307

Moses nahaazhrii - 308

Moses tsal nya' ohtsuu - 309

Moses tsee keechee'yaa - 310

Moses va'ai - 343

Moses vats'at - 311

Moses vitr'ii' - 341

Moshinsky, Julius B. - 618

Mósíłgai - 458

Mosquito - 718

Mother Nature at work - 576

Mountain of thirst - 19

Mourning dove - 855

Mouse and the man - 815

Mouse saves his uncle - 299

Mouse story - 692

Mouse that went away - 798

Mueller, Richard - 320-324, 344

Mullen, Dana - 141

Mullen, Diana - 883, 884

Multi-media resource list; Indian and Eskimo culture in the North - 863

Mulu'wetam: the first people - 102

Munro, Pamela - 363

Murdock, John - 112

Murphy, Penny - 437

Mus naka wikuwossol - 603

My alphabet - 292, 293

My best friend - 39

My family - 146, 248, 847

My grandfather - 15

My little book - 802

My mukluks - 782

My red book - 820

My story about me - 853

My uncle - 577

N

Naabeehó ashkii bijéí - 410

Naabeeho 'at' a a dadine'ii - 493

Naadą́ą haleehgi baa hane' - 462

Na'ahoohaidi - 475

Na'ahoohaił chí'í - 499

Naaldlooshií baa hane' - 460, 518

Nąaltsoos naalt'a'í ádadiilníił - 371

Naanish hanishtá - 449

Naaqiyugngaunga cali - 769

Nąaqut'liuryarat caliarkait - 819

Naatvamun pilghiit - 654

Nafziger, Alyce - 885

Nageak, J. - 145, 218, 243

Nageak, V. - 217

Nahkai, Ray C. - 482, 483

Nàish - 716

Nakcokv yvlunkv enhake - 626

Nake'yahji ali'ma'i - 34

Names of all the historical buttes in Standing Rock, Arizona - 517

Nam-hadan itx̂ayginaáx̂s - 9

Na'niłkaadii bilééchąą'i hazlíí' - 467

Napam cuyaa - 756

Napoleon, Dorothy - 334

Nanoya ayiman - 83

Nasaaq - 838

Nashaknik, H. - 218

Natchiq - 196

Natchiqsiuŋniq kuvraqtuqługich - 156

National Association for the Education of Young Children - 562

National Indian Brotherhood - 895

National Library of Canada - 223

Native Indian studies and curriculum development programmes - 882

Native people - 88

Natkong, Jessie - 126

Navajo Alphabet - 498

Navajo Alphabet and letter sounds - 515

Navajo alphabet cards; consonants - 492

Navajo basic course - 369

Navajo bibliography with subject index - 544

Navajo bibliography with subject index, Supplement No. 1 - 545

Navajo biographies - 556

Navajo boy's heart - 410

Navajo calendar - 372

Navajo Christian Reading - 376, 398-425, 484

Navajo Community College - 470, 487

Navajo Curriculum Center see Rough Rock Demonstration School

Navajo-English curriculum guide, kindergarten level - 433

Navajo historical series I: the Ramah Navajo - 436

Navajo history, Vol. 1 - 553

Navajo language bibliography - 393

Navajo language review - 428

Navajo language; the elements of Navajo grammar with a dictionary in two parts... - 453

Navajo lexicon - 388

Navajo linguistics - 554

Navajo made easier - 380

Navajo of long ago and their sources of survival - 516

Navajo pottery - 572

Navajo Reading Study - 377, 390, 393, 395, 396, 437, 438, 456-458, 461-464, 471, 473-481, 483, 485, 486, 489, 490, 493-495, 501-504, 507-510, 516, 517, 523, 527, 560

Navajo short and long vowels, book I - 440

Navajo social studies project - 372

Navajo spelling lists - 390

Navajo studies at Navajo Community College - 397

Navajo Times - 426

Navajo wedding - 573

Nayirculeriik - 785

Nebraska Curriculum Development Center - 679

Neck, Moses - 835

Nenłan̠ hineyash ch'uzazełts'on - 732

Neqa Piitam itaqesciigatellra - 831, 839

Neqt, tapu, sis - 602

New Testament - 30, 455, 797

New Testament helps - 250

Newe natekwinappeh - 645

Newman, Stanley - 749, 856

Nez Perce grammar - 582

Nich'it tsal - 312

Nick, Marie - 763, 820, 821, 836-839, 853

Nicklas, Thurston - 78-80

Nicotye and her family - 164

Niġrutiŋich nunapta - tuttu - 197

Niġrutitigun maqpiġaat - qaugak - 198

Nihi bǫ́hólníįhii dóó visdánihiiníiłíi aniidiii - 455

Niig̀ĝim tunugan ilakuchangis - 8

Niiĝuĝim aaznukaa - 7

Ni'iichííhjí binahat'á - 367

Nikolai Bilingual Teachers - 734

Nin kweei dęhtły'aa - 318

Nisenan texts and dictionary - 583

Nishnawbe News - 586

Nistam hiyiyomasiniikan - 96

Noah, Béíbel baa hane' - 451

Nolasquez, Rosinda - 102

Nolte, Nancy - 840, 841

Noorvik reader - 147

Normie's moose hunt - 294, 316

Northern Arizona Supplementary Education Center - 128, 379

Norton, L. - 219

Nts'ą́ą́' duhdįį́' - 706

Nuk'ankut - 705, 733, 770

Nuk'aq - 771

Nuk'aq ilai-llu - 808

Nuk'aq ilai' llu caliarkaput - 827

Nuk'aq's family - 770, 808

Number readiness workbook I - 633

Numbers book - 602

Nunamtni - 786

Nunarpak - 793

Nupahlkiaq kep'arkat ililihlrat - 24

Nuvuk aŋuniaq̇ti - 199

Nuvuk the hunter - 199

O

Očipe tipačimohin - 589

Octopus - 411

ʔÓʔedham ñéʔokǐ ha-káidag - 593

Oglala Sioux Culture Center - 680

Oh'-Kwe-O-Weh-Kha - 638

Ohannessian, Sirarpi - 563, 886, 887

Ohhonvyetv cokv - 631

Ohhonvyetv cokv svtuteenat - 632

Ojebway language: a manual for missionaries and others employed among the Ojebway Indians - 588

Ojibwe language: a course for elementary schools - 585

Old Horn, Dale - 101

Old hunting equipment for hunting birds and ducks - 158

Old Testament bible stories from Genesis - 412

Old Testament stories, book 3 - 451

Olmstead, D. L. - 3

Omaha-Ponca language in writing: suggestions for a practical orthography - 590

Omwari - 649

One thing God wants you to do - 413

Ontario Region, DIAND - 589

Oozeva, Elinor - 672

O zevaseuk, E. - 658

Opan opu aponok - 601

Organizatinn of North American Indian Students - 586

Origin of the Salt clan - 431

Orphan lamb - 500

Orr, Sharon - 669

Osborn, Lynn R. - 898

Otayahak, J. - 659

Otayahuk ungazimi - 659

Our book - 597

Our Cree dictionary - 86

Our day - 780

Our language - 277, 281

Our letters -- 653

Our workbook for Nuk'aq ilai-ll - 827

Outline of Plains Cree morphology - 92

OWl story - 133

Oyagak, Roxy, Jr. - 244, 248

P

Pábíí dóó Másí - 476

Pabweena, Rosie - 646

Pageau, Christiane - 245

Paige, Harry W. - 681

Pancho, Jose - 595

Pandosy, Reverend M. C. - 747

Papers on Navajo linguistics - 429

Paqnatareli Cuucicuar - 843

Parks, Sophie - 799

Parrish, Sidney - 132-134

Pash, Nellie - 97

Pata, ama ilangi - 670

Pata and others - 671

Pataaskaarluk and the spider - 822

Pataaskaarrluunkuk negair-llu - 822

Patankut - 671

Pat's dogs - 145, 775

Patterns of meaning in Navajo - 389

Paul, Simon - 68

Paul dineega oko antaalkaan - 294

Paul Jesus ayaatnihqat peniata Rome ep tuptsiivini'yunquamuy amumii - 127

Pawnee music - 616

Pentland, David H. - 29

Pesky little mouse - 758

Peter, K. - 325-335, 338-340, 345

Peter, Mae - 314, 315, 336

Peter, Tom - 715

Peter and the wolf - 759

Petruska, Betty - 737, 738

Petruska, Mary Ellen - 738

Phillip and his family - 574

Phone, Wilma - 34

Phonology and morphology of the Navajo language - 432

Phonology of Tuscarora - 723

Physical education guide with English language practice drills for teachers of Navajo kindergarten and primary school children - 579

Pictures from my life - 111

Pietroforte, Alfred - 750

Pilling, James C. - 899, 900

Piman shamanism and staying sickness - 617

Pingayun qimugkauyaraat - 787

Pingayut kaviighhaat - 655

Piraksrat - 157

Pit'eqarraalria - 788

Pitseolak - 111

Plains Cree: a grammatical study - 93

Plan for fluency first - 884

Platero, Dillon - 564

Platero, Paul - 427-429, 470, 487, 488

Playful little seal - 813

Pono, Filomena - 34

Pope, M. - 333-335

Powell, J. W. - 897

Powers, William K. - 685

Preparing reading materials in Navajo - 527

Preston, Scott - 489, 490, 553

Primer V - 60

Primer V, teacher's edition - 50

Problems of Navajo speakers in learning English - 543

Programmed guide to Navajo transcription - 368

Psalms, Genesis, Isaiah - 233

Ptarmigan and the owl - 772

Ptarmigan, raven and shrew - 221

Pulte, William - 54-56

Pulu, T. - 332-335, 345

Q

Qaillun irniaruat piurtellrat - 795

Qanemcicuaraak angalgaam - 789

Qanemcika wangnek - 853

Qaneryarat ayagnerita nepait - 760

Qanganacuar - 767

Qanganaq meqsartulria - 835

Qangpiiyaaq tulukaruk angayyagaq-llu - 854

Qangqiirenkuk iggiayuli-llu - 772

Qanuq kayuqtuq kavaiqsiruaq - 222

Qanuq kayuqtuq kaviqsiruaq - 246

Qanusimik naivik - 172

Qanusimik qinilguin̆ - 173

Qanusiq naguaguiyn niġikhavgu - 174

Qepgh aghaqukut naghaaghaqukut - 668

Qessanquq avelngaq - 768

Qimalleq - 757

Qungluk liillghii pugimammeng - 656

Qunguturaq naruyayagaq - 791

Qugyucullrem kanaqlangellra - 801

Qungluk learns to swim - 656

R

Rabbit and wolf - 605

Rabbit, black bear and wise owl - 830

Race, language and culture - 896

Racoon goes chickening - 607

Radin, Paul - 745

Ramah Navajo School Board - 511

Raven and the little girl - 207

Raven flies for light - 298

Raven gets fooled - 735

Raven got fooled - 288, 289

Rawhide Press - 688, 689

Ray, Lieutenant P. H. - 112

Read - 18

Read and write - 14

Reader 1 - 729

Reader 2 - 730

Reader 3 - 731

Reading strand, level b - 541

Rebert, Robert J. - 865

Rebus reading book series - 687

Recommendations for language policy in Indian education - 874

Red Cloud Indian School - 675, 680

Redden, J. E. - 742

Redhorn, Peter - 42

Reed, Irene - 751, 752, 760, 761, 791-794, 842

Reindeer hunt on the South Side - 9

Report on Tewa portion of trilingual program at San Juan Elementary school 1971-1972 - 708

Reprints - 901

Research Center for Language Sciences - 594

Reulhlinger - 689

Rey, H. A. - 843

Reynolds, Margaret - 69, 70

Richardson, Marry - 71

Rides Horse, Dora - 101

Rigsby, Bruce - 121

River Times - 136, 137, 271-273, 300, 694, 695, 725

Robins, R. H. - 855

Rock Point Bilingual Education Project - 491

Rock Point Community School - 472

Roessel, Robert A. - 564

Role of American Indian linguistics in bilingual education - 383

Rough Rock Demonstration School - 365, 366, 375, 394, 430, 434, 435, 439, 440, 459, 460, 465-467, 469, 492, 500, 512-515, 524, 531, 532, 551-553, 555, 556, 564-573, 575, 580

Rudolph, C. - 220

S

Saad bee ahaa nitsáhákeesígíí - 491

Saad t'áá aaníí wójíhígíí - 472

Sad little fox - 826

St. Lawrence Island delicacy recipe book - 658

Sallghet - 667

Salliq: an Eskimo grammar - 247

Salmon, Minnie - 312, 313, 337

Salmon box - 717

Salmon River Central School - 362

Salvation - 414

Sam - 275, 280, 733

Samusis achixaasingis - 12

Sanders, Jean - 641

Sandoval, Chic - 493

Sanostee-Toadlena Title VII Project - 371, 482, 494-499, 518-520

Sapir - 338, 339, 340

Sapir, Edward - 431, 432, 746

Sapir-Fredson Stories 1 - 338

Sapir-Fredson Stories 2 - 339

Sapir-Fredson Stories 3 - 340

Sapir, John Haa, googwandak 1 - 338

Sapir, John Haa, googwandak 2 - 339

Sapir, John Haa, googwandak 3 - 340

Saskatchewan Indian - 89

Saskatchewan Newstart - 141, 884

Saskatoon Institute for Northern Studies - 889

Savaaksrat I - 211

Savaaksrat Iñupiatun maqpiġaat I -200

Savaaksrat Iñupiatun maqpiġaat II - 201

Savaktugot suli piuraaqtugut - 231

Savaktugut suli piurraqtugut - 205

Saville, Muriel R. - 433

Sawyer, Jesse O. - 744

Sawyer, Marileta - 566-569

Saxton, Dean - 596, 597

Saxton, Lucille - 596

Schnare, H. - 219

Schwanke, Jack H. - 434, 435, 500, 512, 513, 560-573

Scoon, Annabelle R. - 888

Scripture cards - 346

Seal - 196

Seal hunt - 785

Second (Another) reader - 651

Seiler, Hansjakob - 44

Selby, Suzanne R. - 889

Semaken, Ottie G. - 298

Semantically based sketch of Onondaga - 591

Seminole ahunkvtkv semhayetv - 633

Seminole Bilingual Project - 625-637

Seminole clanedar - 627

Seminole haiku - 635

Seminole phonics I - 626

Seminole phonics II - 628

Seminole songbook - 636

Seneca language - 638

Seneca morphology and dictionary - 640

Seneca today: a contemporary language textbook and cultural reader - 639

Seneca Tribal Council - 641

Senses of the human body - 794

Sesequaysis, George - 91

Set of picture cards for use in teaching English verbs to Eskimo and Indian children in Alaska - 118

Shaa ni - 395

Shaaní - 477

Sharp, Margaret A. - 543

Shears, Brian T. - 890

Sheldon, N. - 222, 246

Sheldon Jackson High School Students - 717, 718

Shih dǫǫ daazhyaa - 330

Shíla' - 519

Shilééchąą́'i - 504

Shima - 370

Shinen, David - 669-674

Shinen, Marilene - 673, 674

Shipley, William - 583

Shiprock Independent School District, No. 22 - 525, 526, 533, 547, 574

Sho zhraai tik, nich'it tsal haa googwàndàk - 324

Short practical dictionary of the Gitksan language - 121

Short readings - 17

Shoshone thesaurus - 647

Shoshoni stories and dictionary - 645

Shumway, Cherie - 575

Shuswap grammatical structure - 648

Sikkuark, Nic - 142, 143

Silentman, Irene - 501-504

Simmons, Rev. Samuel - 232

Simon, Velma - 299

Simpson, Carol A. - 29

Singer, Linda - 367

Sioux Indian dictionary - 678

Sisco, Wilfred - 505, 576, 577

Sisqeyal - 611

Sít k̲aa káx̲ Kana.áa - 713

Sivuqam neghyugnallghan yataaghqellghan igii - 658

Skinuhsis naka sipsis - 612

Slager, William R. - 891-893

Sloppy cowboy - 512

Slug woman - 134

Smelt fishing - 753

Smith, Adalene - 56, 57

Snigaroff, Sally - 13, 14, 22

Snowhouse - 153

Snuffy, Eye-patch and Tail - 755

Snyder, Warren A. - 621, 622

Some aspects of Navajo orthography - 557

Some helps for new Christians - 416

Some suggestions for a university program in Navajo linguistics - 560

Someday you will stand before God - 415

Son of Former Many Beads - 436

Songs in Gwich'in - 317

Songs of the Teton Sioux - 681

Songs of the Yokuts and Paiutes - 750

Sounds of Navajo: Part One - 392

Sounds of Papago - 593

Sounds that begin words - 760

South Central Regional Education Lab Corporation - 65

Southeastern Pomo grammar - 618

Southeastern State College - 82

Southern Baptist Convention - 506, 578

Southern Puget Sound Salish - 621, 622

Southwest Educational Development Laboratory - 857

Southwestern Cooperative Educational Laboratory - 866

Sovalik - 205, 231

Soveran, Marilylle - 90

Spade, Watt - 58

Spalding, Alec E. - 247

Speaking Micmac - 351

Speckle - 417

Speckle and other stories - 418

Speirs, Randall H. - 708

Spelling book: comparative of adjectives - 542

Spencer, Katherine - 561

Spoken Cree: west coast of James Bay, part 1 - 85

Spoken word count of six-year-old Navajo children with supplement - 438

Spolsky, Bernard - 437, 438

Squamish language, Vol. I and II - 690

Squirrel going for water - 835

Stefanii dóó má'ii - 374

Stensland, Anna L. - 894

Stephannie and the coyote - 374

Stories of long ago I - 649

Stories of long ago II - 652

Story - 716

Story of Adam and Eve, Cain and Abel - 445

Story of Creation - 448

Story of Papik, an Eskimo boy - 161, 837

Story of the people of Ramah - 485

Story of what happened a long time ago, as remembered - 480

Story of when the horse arrived - 481

Strong man - 714

Structural elements of the language of the Crow Indians of Montana - 100

Study of the problem of teaching English to American Indians - 886

Sugeestun unigkuat - 27

Sumik naivik - 175, 176

Sumik nigisuguuvich - 177

Sumik nigisuuguuvit - 178

Sumik nigisuuvich - 179, 180

Sumik tusraavich - 181

Summer Institute of Linguistics - 41, 224, 225, 249, 251-265, 274-299, 321, 323, 344, 647, 670, 671, 673, 696, 699, 701-706, 728-730, 901

Super grape and the ape - 569

Supplement to the analytical bibliography of Navajo reading materials - 377

Susehp nake kohusumol - 613

Suva una - 212, 213

T

Taangulam kiiĝuusii - 19

Táax'aa - 718

Tabios, Derenty - 23-27

Taiguallaruna - 238

Taiguallaruŋa - 230

Taiñgurat - 202

Tait, Joyce - 91

Talaswaima, Terrance - 130, 131

Talawepi, Charlie - 128

Talking Smoke - 641

Tan ktolomolsin - 614

Tan'erlinguasaaq pehlahleq - 25

Tan'gurraq nervallalleq - 850

Taqukaq ganganaq-llu - 763

Taylor, Allan R. - 43

Teacher-Aide for Navajo area - 550

Teacher's book - guide to workbook I and II - 154

Teacher's guide to accompany Navajo music - 375, 452

Teaching English to speakers of Choctaw, Navajo and Papago - 887

Teaching reading to the bilingual child; motivational techniques - 546

Teaching the Eskimo syllabics - 119

Teaching the Navajo language - 397

Teeluk - 205, 229, 230

Teeluk, M. - 221, 222, 248, 762, 769-771, 791, 807, 808, 828, 834, 844-853

Teeter, Karl V. - 350

Tefft, Virginia J. - 579

Tekakwitha, Sister Catherine - 98

Télii yázhí - 465

Tell me a story - 598

Teller reader - 148

Ten-legged polar bear - 194

Ten things God wants you to know - 419

Tendi - 306

Tendi goes beaver hunting - 310

Tendi goes beaver snaring - 105

Tendi goes hunting - 308

Tendi goes trapping and fishing - 307

Tendi's blanket - 311

Tendi's canoe - 341, 738

Tendi's mossbag - 109

Tendi's snowshoes - 343

Terrapin race - 630

Tesqua and the chief's son - 106

Teton Sioux music - 677

There is only one - 420

These belong to me - 851

Thessalonians I-II - 264

Things I like - 777

Things to do - 157, 816

Things you can do - 734

This is my family - 336

Thoburn, Tina - 853

Thompson, James D. - 590

Thompson, Laurence - 623

Thompson, M. Terry - 623

Thousand words of Mohawk - 358

Three bears - 295, 736

Three bears and a little girl - 324

Three folk tales - 297

Three little foxes - 655

Three little puppies - 787

Tidzump, Malinda - 647

Tikigaġmigguuq - 226

Timothy - 265

Timothy I-II - 266

Tinde kwkwnja - 738

Tiŋmiaŋillu niġrutiŋillu nunapta - 203

Tiŋmiaruich, aqaluichlu suli aŋŋutitlu - 183

Tiŋmiat, aqaluit suli niġrutit - 182

Tiŋmiirat, qaluich, aŋŋutillu - 184

Tlingit Indians; results of a trip to the northwest coast of American and Bering Straits - 719

Tlingit language workshop reader - 709

Tlingit math book - 712

Tlingit Readers - 709, 711-715, 717, 718, 720

Tlingit spelling book - 720

Tlingit verb dictionary - 716

Tłóhchiníjí Diné Kéédahat íínii

Tł'ohchiníjí Diné Kéédahat'íinii baa hane' - 485

Tobaan atsah - 296

Todd, Evelyn M. - 587

Toineeta, Joy - 101

Tok'e shisr - 736

Told by older people - 5

Tonkawa texts - 722

Tony dinjik enjit naazhrii - 31

Toolie - 649

Touch it - 331, 696

Toward a generative grammar of Blackfoot - 41

Toyukak, Mary - 772, 854

Training Research and Development Station - 883

Tree-leaf - 756

Trees on the reservation - 32

Tr'ihił'e' naii gooawitr'it k'it - 347

Tr'iinin drin dee'in - 3

Trip to the Sundance - 739

Tritt, Lincoln - 341

Tritt, Mary R. - 342, 343

Trouble at Round Rock - 486

Travers, Ruth - 753

Trueba, Antonio de - 580

Tsé nikání hoolyéegi hóóchi' yeé baa hane' - 486

Tsé ńitsąa deez'áhí hoolyéedi tsé holónigíí - 517

Ts'eht'uudn dinahtł'aa' - 707

Tsinajinnie, Leroy - 507

Tsinajinnie, Stella - 508-510

Tsinnie, Lolita - 439, 440

Tsyaa tsal - 313

Tukutukuaraller - 766

Tulugaġlu aġnauraġlu - 207

Tunumkaqzam itxalax̂tangis - 6

Twinkle of the Little Spirits lights - 779

Two friends - 208

Two friends, worksheets - 242

Two-headed antelope - 646

Two short stories by Pat - 789

Two stories: the old squaw and its ducklings, the large lemming - 210, 240

U

Uldall, Hans Jorgen - 583

Unangam hlakuchaa ivaanax̂ - 20

Uncompahgre Ute words and phrases - 740

Unipchaat I - 261

Unipchaat II - 262

Unipchaat III - 263

Unipkaat - 254

Universe - 751

Unka, Helene - 144

Unkusequlghiik - 657

Unto us a savior - 421

Upper Kobuk reader - 149

Upsankut - 790

Upsaq and his family - 790

Uqalimartaa - 235

Uqaluich - 214

Uqaluich iglugiiksitaaksrat - 204

Uqaluich sivulliġñiisaaŋich - 215

Uqittuq, Paulusi - 245

Uqsuqaq mecaq'amek at'lek - 805

Uqumeyak - 758

Utuqqaich aŋuniunnat iiŋmiaġruŋnullu qaugannulla - 158

Uugnar angun-llu - 815

Uugnar ayalleq - 798

Uusii dinahtł'aa' I - 701

Uusii dinahtł'aa' II - 702

Uutacugluar angun - 840

Uvva Saiiaq - 239

V

Vak'aandaii - 331

Valencia, Alilano - 866

Verwyst, Chrysostom - 72

Vicenti, Arnold - 34

Victorious Life - 376

Viers, Gerald - 511

Vocabulary of the Eskimos of Point Barrow and Cape Smythe - 112

Vowel and consonant charts - 276

Vowels - 202

Vowels in Upper Tanana - 698

Vpuekv - 637

W

Wabnaki Bilingual Education Program - 598-615

Walapai I: phonology - 742

Walker, Willard - 58-59

Wallace, Laura - 512-515

Wangnek tamalkurma - 812

Waniwa Cing'aq - 806

Waniwa cinglaq - 821

Wardie, Hazel - 740

Wascium ka Dakota riska wowape - 683

Watchman, John - 516

Watkins, Ben - 81

Watson, Editha - 544, 545

Way of planning birth - 367

Ways I take care of myself - 817

We are reading - 279

We work and we play - 205, 807

Webster, Donald H. - 167, 168, 224, 225, 250-256

Webster, Loraine - 686-687

Werner, June - 441

Werner, Oswald - 364, 367, 368, 441

Western Apache dictionary - 36

Whale - 150

What a child does in a day - 319

What about the Eskimo - 255

What animals think - 143

What can you hear - 4, 113, 181, 301, 302, 726, 727

What can you see - 114, 115, 173

What can you smell - 116, 172, 175, 176, 333

What do you eat - 174, 177-180

What do you hear - 138, 334, 335

What do you like to eat - 117

What's the answer - 422

What is he doing - 286, 287

What is it doing - 212, 213

What is this - 303

Which church saves - 423

Which religion is right - 424

White, Emily - 362

White, Moses - 823

White Mountain Apache Culture Center - 35-37

Whiteriver Public Schools - 38

Whiteside, Don - 895

Who am I - 284, 285

Why he loved Christ - 425

Why the rabbit is a thief - 629

Wii makut pikanka - 851

Wiinguuq - 834

Williams, Marianne M. - 724

Wilson, Alan - 442-444

Wilson, Edward Francis - 588

Wilson, Paul - 517

Wilson, Robert D. - 581

Winnebago Tribe - 745

Winter, Werner - 743

Wishram texts - 746

Witherspoon, Gary - 531, 532

Wolfart, H. Christoph - 29, 92-94

Woman - 610

Woman and the three men and the grandson and the old woman - 823

Wonakine - 615

Woosh yáx̱ yaa datúwch - 712

Words of encouragement, memories and thoughts - 491

Words that have their true meaning - 472

Words to be matched - 204

Workbook - 673

Workbook for Goldilocks - 844

Workbook for Upsankut, 2 - 845

Workbook I - 211

Workbook Primer 1-4 - 61

Working for wages - 144

Working Indians Civil Association - 683

Worksheets - 810, 818

Worm, Elizabeth - 840

Write Navajo - 364

Writing - 846

Writing Apache - 37

Writing in the Eskimo classroom -110

Writing to create ourselves; a manual for teachers of English and creative writing in Bureau of Indian Affairs Secondary schools - 867

Wycliffe Bible Translators - 236, 250, 321, 322, 344, 346, 347, 445-451

X̲

Xáadas kil asgyáan gin-gáay - 126

Xóotsx̲ X̲'ayak̲uwdligadee shaawát - 715

Y̲

Yada uzazeɬts'o̲n̲ - 726, 727

Ya-ka-ma Indian Education and Development - 132-134

Yaqui syntax - 748

Yazzie, Dollie L - 375, 452

Yazzie, Emma Jean - 518, 519

Yazzie, Ethelou - 500

Yazzie, Etta M. - 520, 521, 523

Yazzie, Paul - 520, 522, 523

Yokuts - 749

Yopigun atihtoosi - 673

Yopiguston momiḥk̲okat ilagaatut - 674

Young, Robert W. - 436, 453

Yuarutet - 765

Yuguaq kelipaq - 841

Yuman languages II: Wolf's son-A Walapai text - 743

Yupik Eskimo classroom grammar-832

Yuum temiin elpeksuutai - 794

Z̲

Zhiní yinishyé - 511

Zibell, Wilfried - 236, 256-258, 260-266

Zim, Herbert S. - 524

Zuboff, Robert - 717, 718

Zuk, William M. - 267

Zuni grammar - 856